

THE SCHOOL JOURNAL.

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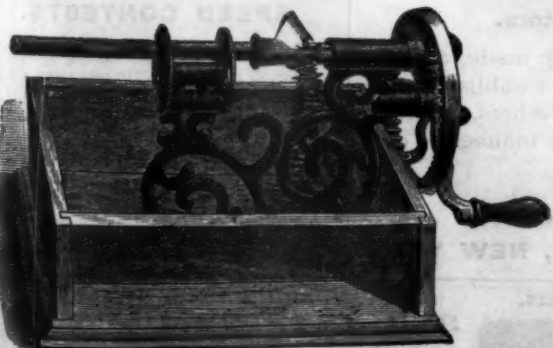
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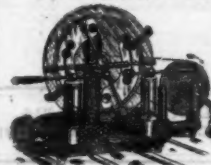
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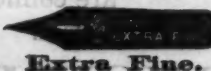
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A Happy New Year!

1889.

With smoking axle, hot with speed,
With steeds of fire and steam,
Wide-waked To-day leaves Yesterday
Behind him like a dream;
But human hearts remain unchanged,
The sorrow and the sin,
The hopes and joys and fears of old
Are to our own akin;
And if in tales our fathers told,
And songs our mothers sung,
Tradition wears a snowy beard,
Romance is always young.

Stanley reached Wadelai, and was with Emin in the early part of the year, May 27; he left Emin safe and well. August 17, he reached Bougala, on the Upper Aruwhini River, a large tributary of the Congo. August 27, he started, having taken up his rear guard, to go to Emin again, and wrote a letter to that effect. October 10, Emin and a white man (probably Casati) were captured by Oman Saleh, who announced that he

was looking for another white traveler, who had been to see Emin and had gone away. November 7, Stanley should have reached Wadelai or Lado again, if his return took the same time as his journey to Bougala.

CHRISTMAS! the most welcome of all the days of the year. The day of days. Good will, joy, and happiness come with its dawn. Of all the days it is children's day. The gifts they receive! How they make their young hearts rebound with joy, both in the anticipation and the realization. The old folks are happy, not only on account of the children, but on their own account. This day of happiness is losing none of its zest and glory as the years pass on. This is as it should be. Ever since the bright morning when the angels sang, "Glory to God in the highest, on earth, peace, good will to men," to the Merry Christmas of 1888, the world has been rejoicing over the advent of the Babe of Bethlehem. To those even who are doubters in Christ, the day brings much joy, for who can fail to see the good that has been done through the peace bearing gospel of the Christ of Nazareth. Let us all rejoice and be glad! The world is growing better! The millennium is at hand!

THIS is children's week. How many thousands of them are having magnificent times! Let us pity the other thousands who are not. Mothers have always loved their children, but fathers have not. Homer saw a child running by the sea, and it was the same kind of a child we see running by the road-side to-day. Some mother is always certain to be running after her child. Euripides heard a mother "longing with desire, sore smitten, to see the light of babes about the house." The same kind of a mother is longing to-day. All the ages are akin. But what shall we say of the cruelty of man to children. The profound Aristotle declared "that imperfect or maimed children should be destroyed," and the no less pure-souled Plato asserts "that robust and strong children are to be spared, but the weak and sickly are to be destroyed." The laws of the Twelve Tables gave the father authority to kill a child if he preferred not to rear him; in Greece and Rome children were the absolute property of the father; a new-born child was laid at the feet of the father; if he took it in his arms the child was reared; if not, destroyed. Seneca declares, "We drown children if they are born disabled and monstrous," and Sparta had a judge who decided whether children should be reared or slain. These statements, recently uttered in this city, are history. But let us be thankful that those cruel days have passed. The Hebrews always guarded the lives of children with the greatest care. So must we, but children must be better started in life, better nourished, and better educated. We need a better race. In order to get it, we must have better children, and in order to have better children we must have better homes,—better fathers, and better mothers. And does not the bettering of children somewhat depend upon the teachers? The school is a mighty power for uplifting children. This is the testimony of every one who knows anything concerning the forces that are to-day making humanity better.

THE "DEGENERACY OF THE PAST," has been a text for many doleful sermons. But what of the present? We open Professor Bryce's "American Commonwealth," and find that until a comparatively recent period, under the common law, a married woman was little better than a slave. Husband and wife were one, and that one was the husband. He was her lord and master, the owner

of her and all that belonged to her. Legally she was a cipher. She had no rights. She could not acquire or dispose of property, could not contract or sue, could not engage in business. The very children she bore she could not call her own. They were her husband's and subject to his control. Without his consent, she could not rear them in her own religious faith. Without her consent he could make of them priests or pirates. The husband was even allowed an immoral license, while the wife was held to the strictest chastity, for he could obtain divorce for her marital infidelity, while she could not for his. Of course, time has bettered the legal status of the English wife, but the position which Professor Bryce ascribes to her to-day shows that woman in England has not yet been emancipated from the baneful influence of that early legal thralldom. We have no need to go back a thousand years to find injustice and tyranny. We can find it nearer home and nearer our times.

THE means by which a successful man gains his success are always interesting to young men. The road one man has traveled is the road another can travel. So it is that Benjamin Franklin's autobiography has helped thousands. It is the record of what a man actually did that leads another to say, "I believe I can do that myself, I will try." In the columns of this week's JOURNAL, we will find a most interesting account of the early life and struggles of Charles Pratt, the famous millionaire, founder of Pratt Institute, the generous helper of the Adelphi Academy, and the friend of many benevolent enterprises. Mr. Pratt was the son of a poor man. He not only learned how to work but he did work. A little praise overheard, stimulated him, and he says that, from that time to this, he has never forgotten the inspiration, help, and courage it gave him. He received his education, like thousands of others, on the farm, with three or four months school in the winter. His intellect was slow in developing; at thirteen he had difficulty in mastering "equation of payments," but he mastered it himself. He conquered, and from that day to this he has conquered. He has believed that what another could do he could do, if he only worked for it. With inflexible honesty and application, a fair amount of native talent, but an extra quantity of pluck and energy mixed with care and deliberation, Charles Pratt has attained a high standing, not only in the business world, but in the religious and educational as well. The story of his life will be most stimulating to boys everywhere. It gives teachers the material for an educational lesson they cannot afford to lose.

MORE attention than ever before is now given to what is called "post graduate work." When any one has entered the business of life he is supposed to have graduated from the lower schools; or when one has entered a professional school, it is concluded that he is through with the academy, the normal, and the college; in other words, he is a "post graduate." All reading circle work must be classed here. A medical college has recently been established in this city, which is not designed to grind out doctors, but to make those who have been ground out more efficient. Its students are M.D.'s who wish to perfect themselves in their calling. This is excellent. There should be colleges established for all the professions and trades. There should be a place which ministers who have been preaching for several years could attend. So there should be similar colleges for teachers, lawyers, and editors. No one knows better what he wants than he who has been in the actual work of life.

1889.

Not always in the past, as the year has been about to close, could the editors of the JOURNAL congratulate both themselves and the teachers. But the signs are now certainly auspicious. The JOURNAL has attempted to lead the great army of those who meant to build up the teaching art into something noble and worthy. Its followers have believed in it, far more than in the possibility of the reform that was needed, and in that confidence read its pages.

The JOURNAL believes that if ever the world is made better it is to be by means of teaching; it believes that the teacher is the coming man, and not the warrior or the politician, or the statesman. It believes the work of gathering the children for instruction and training is a sacred one; and the most cultured, the most worthy, the most gifted of the race should be encouraged to engage in it, and be honored for so doing. It believes that the art of teaching is better understood now than it ever has been; and that in America it is practiced more in accordance with sound principles than in any other part of the world. But it believes that only a beginning has yet been made, even here.

The JOURNAL has striven to speak the truth upon education without malice, and without favoritism. It has not said all it might, nor all it ought, but it has done its best to cast light on the situation. Fault has been found because it has not praised more the mechanisms that, in large cities, have usurped the teacher's function. It has been belittled because it regards that function as one that belongs to humanity, and cannot be made into a mechanism without injury to the pupil and without degradation to the teacher.

In the new year there will be more skill, more nature, more philosophy, more humanity, and more Christianity in the American school-room than before. The ideas of the great educational discoverer Pestalozzi will have a wider sweep, because they are better comprehended. In carrying forward the work of the JOURNAL it is intended to redouble efforts for enabling its readers to know what the principles of education as expounded by him are, and to know how to apply them in actual school-room work. The JOURNAL will aim at the elevation of the teacher socially, morally, physically, and professionally. It aims to make him an acknowledged force in our civilization. It aims to make the school-room a fountain of ideas for advancement in morality and prosperity. In unfolding the underlying principles of education, the JOURNAL means far more than the possession of answers to a fixed series of questions.

The JOURNAL will be aided by those who understand the subject the best; there may not be those who possess high literary ability. The views of educators who have been successful in their practice are worth the most. All, of all creeds, who can throw light on the subject will be welcomed to speak in these columns.

To make the JOURNAL a magazine from whence to draw force for the arduous labors of the school-room—that is the constant aim. There will be re-iteration, there may be mistakes, but there will be an earnest effort to get at the truth. Little will be spent for show, the effort will be to see how much can be left out; solidity, value, ideas, suggestions, and not fine writing, will be the test.

Readers of the JOURNAL, you have much to do with its welfare, you have much to do besides subscribing and paying. From you as an audience must come words of assent or dissent. You are an invisible audience, but an audience none the less; you have thought upon the subject of education, some of you long and painfully. Let us know your innermost thoughts; write down the conclusions you have reached when you look back over the long years of your labor. Then shall the JOURNAL represent actuality, and not a cloud-land of speculation.

In entering upon the nineteenth year of its existence the JOURNAL feels conscious that it has a following among the most thoughtful men and women of the land. Each year sees that following increase. It wins them, because there is dawning on the minds of its readers the consciousness that the JOURNAL is lighting them on to higher and nobler stages of educational thought and influence and success.

The firm establishment of the JOURNAL is a source of pride to its many readers. But no paper flourishes unless its friends are active in its support. We therefore ask every reader to assist to make its excellence known to wider circles. It may be a right hand of help to a larger number yet, who are asking for the very light and counsel its pages contain.

For the coming year we promise a continuance of the

special features of the SCHOOL JOURNAL that have made it so acceptable to our readers in the past.

The portraits of leading teachers, with sketches of their lives, both of this country and England, will be continued.

The Supplements have become a permanent feature of the JOURNAL. From all parts of the country we have received many words of warm commendation of this valuable feature. This week we give a most interesting sketch of Pratt Institute, admirably illustrated. In addition there will be found an account of the early life of Charles Pratt, its founder, his early struggles, and means by which he attained his success. This is taken from Mr. Pratt's own lips, gathered by personal conversation with him. Our readers will find the sketch extremely interesting. The supplements to follow immediately are:

SCHOOL HYGIENE, by Dr. G. G. Groff, president of Bucknell University, Lewisburg, Pa.

TEMPERAMENT IN EDUCATION, by Jerome Allen, Ph.D. This will give, in as brief a space as possible, a complete account of this important subject, with many practical applications to actual school-room work. It will be the first exposition of this topic in a form available to the working teacher. It will also be in fact a study of the means of self-improvement, and, as such, of great practical assistance to those who are striving to grow better.

MANUAL TRAINING, with hints and suggestions, by Dr. Nicholas Murray Butler, president of the College for the Training of Teachers, this city. No young man has attained so high a place among the educators of this country as Dr. Butler. What he will say will be worth reading.

In addition we shall commence at once two series of articles, one of which will appear each week. The topics will be:

CHAPTERS FROM THE HISTORY OF EDUCATIONAL THOUGHT, with Applications to the Thinking and Practice of To-day. These will be selected from the course of lectures now being given in the University of the City of New York.

MIND STUDIES FOR THINKING TEACHERS. In this series the subjects discussed in "Mind Studies for Young Teachers" will be amplified and enlarged. Many topics will be discussed at length, for which discussion there was no room in "Mind Studies." This series will afford material for thought for those teachers who think.

MEMORY.

There is more said about memory than any other subject connected with psychology. In a recent book on this subject by Mr. Kay, published by D. Appleton & Co., there are many interesting facts. Among them are the following: The French conjurer Robert Houdin, many of whose tricks depended on the remarkable powers of memory he and his son had acquired, relates that they would "pass rapidly before a toy shop, or any other displaying a variety of wares, and cast an attentive glance upon it." A few steps further on they took paper and pencil from their pockets, and tried which could describe the greater number of objects seen in passing. In this, we are told, the son excelled the father, for he could often write down forty objects, while the latter could scarcely reach thirty; and yet they rarely made a mistake. We cannot suppose that in the brief glance they cast on the shop in passing they were able to see and individualize thirty or forty different articles. We can only account for it by supposing that, in that brief glance, they took, as it were, a photograph of the shop in question, and with this in the eye, before it vanished, they jotted down on paper as many of the articles as they could distinguish. Should they afterwards have occasion to recall this shop, they would do so by reviving the photograph in the eye, and from this they would be able to recount the various articles more readily and certainly than by any other mode of committing to memory. "That power of memory," he says, "which my son possessed in an eminent degree, did us the greatest service. When we went to private houses he needed only a very rapid inspection in order to know all the objects in a room, as well as the various ornaments worn by the spectators, such as chatelaines, pins, eye-glasses, fans, brooches, rings, bouquets, etc. He thus could describe these objects, with the greatest ease when I pointed them out to him by our secret communication." An instance is also given in which he saw at a glance and remembered the titles of many of the books in a library he passed through in a house in Paris.

ENGLISH PUBLIC SCHOOLS.

There is a wrong impression in the minds of Americans concerning the nature and scope of these institutions. They are in no sense public schools, according to the meaning attached to that word in this country. Without exception, we believe, they are boarding institutions, and receive no students who do not live in the school and are not under the immediate superintendence of the teachers during the entire school year. We believe that the largest school has less than four hundred students. The course of study is mainly classical and mathematical, and has not changed much for many years. They are among the oldest institutions in England, and have accomplished more for the cause of higher education than all other secondary schools combined. A description of each one would fill an issue of our paper.

THOUGHT ATMOSPHERE.

Too little attention is given by teachers to the "thought atmosphere," in which the child lives. There is a spiritual relationship between children as there is between older people, and the spiritual, as well as the mental food our children need, should be carefully looked after. We are very particular about what food they eat, and how they are clothed, why should we not be equally particular about what mental and spiritual food they take, and in what measure and manner it is given to them? If we should compel a laboring man to eat what he did not like, and work in disagreeable surroundings, we should very soon break him down, for his spirits and health would surely suffer. But should we not be equally careful in reference to the surroundings of our children?

It was a famous remark that Froebel made when he said, "Let us live for our children." If our children are started properly they will be likely to grow up properly; and *thought atmosphere* has much to do with directing this healthy growth.

ARBOR CULTURE.

No public officers have been more earnest and persistent in their endeavors to promote tree culture than teachers and their pupils. Most of the thirty-one states and territories now observe Arbor Day. Dr. Northrop, of Connecticut, at the Association of the American Forestry Congress at Atlanta, recommended that means be taken to make the observance of the day universal, but that it should not be rendered irksome by an enforced interruption of business. He does not think that it would be best to make it a legal holiday. During the discussion of this question it was generally concluded that an Arbor Week is preferable to a single day, as many states have more than this difference, in climate. It was stated also that historical investigations show that Arbor Day is only a revival of an ancient East Indian custom. Thus it is seen that in this new enterprise the most recent touches the very old, and that we are doing to-day what the race did more than 3,000 years ago.

REV. DR. D. C. POTTER, Baptist, said last Sunday that we need schools to teach our youth religion, and if we cannot have these adequate to our needs on account of the public schools, it were better to wipe out the public schools and have the parochial school. There are churches enough at present. We need other things. In reference to churches Rev. Dr. Parkhurst declared that the barrier between the churches and the people must be broken down. The difficulty with our church members, he said, is that they do not care three cents a soul for the bulk of the population. Opening churches is not enough. The masses must feel that the Christian churches are full of love for them. The pupils must feel that the hearts of the teachers are full of love for them. There is the secret of power.

If we could determine how many successful teachers never use corporal punishment, we believe the result would astonish the unsuccessful ones who do use it. Is it not a fact that almost all unsuccessful teachers use the whip?

It is harder for a teacher to see his own faults than his pupils'. We have known a teacher to punish a pupil for doing what he himself, by example, had taught him to do.

A GOOD education consists in giving to the body and to the soul all the perfection of which they are susceptible.—PLATO.

THE teachers of East Portland, Oregon, have arranged a course of reading for the year, under the supervision of Superintendent Wetzel. The plan adopted by them may be of use to other teachers who desire to form reading circles. The entire body of teachers has been divided into four classes. Each class has chosen one member as chairman or leader, whose duty it is to direct to some extent the readings and discussions of the members, and report at the general meeting the results of the reading and investigations. It is so arranged that the whole circle will get the benefit of the reading done by each class. Each leader will prepare a paper for every general meeting, which will be a synopsis of the readings and discussions of his class. By this arrangement five authors will be read and discussed.

The teachers of the Far West are not to be outdone by those in the East. Indeed it is safe to predict that there will have to be a considerable stirring up in some places in the East, if we do not want our Western colleagues to get ahead of us.

THE woods in Maine are full of spruce and fir trees, and if one should be cut for every family in the country for a hundred Christmases to come, there would still be millions left, for these evergreens grow rapidly and spread over vast areas. New York buys thousands of Christmas trees during the first half of December.

W. L. MACGOWAN, superintendent of schools in Olean, N. Y., says: "The board of education will introduce into the schools a savings bank system called a 'System of Economics.' Necessary books and paper will be made in the schools. The teachers receive deposits each week. A pupil can draw out money by giving a week's notice."

It looks as though the big Panama canal is about to fail.

THE whole number of insane in the institutions of this state on October 1, 1888, was 14,772, as against 14,062, on October 1, 1887, an increase of 710, the greatest in any year in the history of the state. All of the asylums are full, and many are greatly overcrowded. This is progress in the wrong direction.

THE following statistics from the report of the Commissioner of Education are interesting to all friends of education. The figures represent the per cent. of increase, over the figures for ten years ago:

School Population.	Enrollment.	Expenditures.
Va. 21.7	58.7	50
W. Va. 32	43	37
N. C. 33	62	124
S. C. 27	70	87
Ga. 35	78	116
Fla. 54	165	232
Ky. 24	40	55
Tenn. 24	98	50
Ala. 28	84	52
Miss. 26	68	101
La. 21	39	19
Tex. 75		
Ark. 77	484	482

THE executive committee of the New York State Teachers' Association met at Albany, Nov. 23. The committee is as follows:

Mr. Walter B. Gunnison, of Brooklyn.
 " Oren Root. " Clinton.
 Dr. W. J. Milne, " Geneseo.
 State Supt. A. S. Draper, " Albany.
 Supt. L. C. Foster, " Ithaca.
 " Cyrus A. Cole, " Amsterdam.

July 2 and 3 were fixed for the convention to be held in Brooklyn. The local committee, composed of fifteen Brooklyn teachers, Mr. Gunnison, chairman, is hard at work, planning measures that are to make the coming convention the most interesting and profitable in the history of the association. The board of education has consented to close the schools on July 2 and 3, so that all Brooklyn teachers may attend the meetings.

PRINCIPAL E. H. COOK, of the State Normal school, Potsdam, New York, says, "I am very much pleased with the supplements. This value and influence can hardly be measured. These papers ought to result in a large increase of subscribers to the JOURNAL."

JOHN H. FRENCH, LL. D.

John H. French, the well-known educator, died at Rochester, N. Y., last Sunday, Dec. 23, at the home of his brother, Dr. Frank French, of diabetes. He was sixty-four years of age, and for thirty years he had been before the public in connection with various educational labors. He was for years state conductor of teachers' institutes. He had also been superintendent of public schools in Vermont and principal of the state normal school at Indiana, Pa. Early in the fall he suffered severe affliction in the death of his only daughter, professor in Wellesley. This sad event seemed to break him down. Dr. French was not only an able but withal a kind and sympathetic man, universally respected. In his death the schools of the state sustain a loss which it will not be easy to repair. His death makes the third among the prominent educational men of the state during the past year. The other two are James Johnnot and Edward Danforth. We will draw no lessons from these afflictions. The lives of the men, whose faces we shall see no more, speak for themselves. Let us who remain fill up the gaps with more diligent work. The times demand it, and the words of those who though dead yet speak, incite us to it. Brothers, your lives remain, although your labors are done. We who remain will give more diligence to the work you have left us to do. Rest in peace!

A WOMAN'S REFORMATORY.

The New York State Woman's Reformatory, Hudson, has been in operation for more than a year, and now contains about a hundred and twenty inmates. It is situated on a beautiful site of about thirty acres, adjacent to the city of Hudson, overlooking our majestic river, and having a commanding view of the Catskill Mountains. Nine large buildings, with every modern appliance, pertinent to their purposes, have been erected and provide ample accommodations for 250 inmates.

Admissions to the reformatory are by committal of females from fifteen to thirty years old, convicted for the first time of minor offenses, such as misdemeanors; and it is believed that under the fostering care of this beneficent institution a large percentage of this unfortunate class may be restored to virtuous and useful lives. The officers and attendants are women, and a strict discipline is maintained. The inmates are required to devote certain hours to educational studies, and the rest of their time they are required to learn such useful industries as may be suited to their various capacities, in order that they may become better fitted for self-maintenance hereafter. Good behavior entitles them to promotion from one grade to another until they have earned their liberty, when they are restored to their families and friends, and, if possible, homes are found for the friendless in families promising considerate treatment.

AN EXCELLENT SOCIETY.

There is probably no organization that is doing more good than the New York Society for the Prevention of Cruelty to Children. During the fourteen years of its existence this society has investigated 37,894 complaints, involving more than 113,682 children, has prosecuted 13,034 cases, obtained 12,567 convictions, and rescued 21,579 children from dens of infamy and vice, and from neglect and destitution, and placed them in comfortable homes under moral influences. Its reception rooms, now established eight years, have sheltered, clothed, and fed 5,085 children, and furnished 40,162 meals. Its example has induced the organization of seventy-eight similar societies in this country, and thirty-seven in foreign lands. Although it is not possible to organize branches of this society in smaller places, yet teachers can easily look after children who are suffering oppression from any cause. Parents will be found for many generations to come who will show a determination to take away from their children the rights Nature has given to them. No work is more commendable than that of rescuing children from places where they are oppressed, and taking them out of associations where they will be certain to grow up with evil and vicious habits.

THE GREATEST WISDOM IS NEEDED, ON THE PART OF THOSE WHO DIRECT THE READING OF TEACHERS. We have now a distinctive educational literature, which is growing larger and better each year. At no time has its growth been more rapid than during the past year. No teacher can properly guide the mental, physical, and spiritual development of her pupils without entering into and knowing the thoughts of thinking teachers.

SHALL WE GIVE UP SUNDAY?

It looks as though the abolition of Sunday, as a day of rest, is near at hand, but we cannot help thinking that those who are fighting against our day of rest are the very ones who should fight for it, for who need the rest more than working men and women. How would teachers like to continue school work seven days in the week? Not very well, we imagine.

In the recent American Sabbath Convention Dr. C. H. Payne, of New York, said there had arisen in our country organizations calling themselves "Personal Liberty Leagues," claiming exemption from Sunday laws, especially for the liquor business. These leagues, while they make their plea in behalf of the workingmen, really tend to oppress the workingmen, because the legislation they ask cannot be enacted without doing away altogether with the day of rest. Nothing but the protection of the Sabbath can preserve a rest day for the workingman and workingwoman, against the exactions of the capitalist and employer. This question is of great interest to teachers.

A LITTLE WORD.

By GEO. A. STOCKWELL, Providence, R. I.

The theory set forth in the saying, "Take care of the cents, and the dollars will take care of themselves," is applicable to the use of words. If the little words, the pith of the language, be employed properly, the larger words fall into the right places almost automatically.

A common error in speech is the use of *and* in the place of *to*. The sentence, "Come and do the work," may be translated in three different ways: First, the *coming* and the *doing* are equal, and the invitation reads, "Come, and, at the same time, do the work." Second, the *coming* and the *doing* are imperative. It is a command, while in the other case, it is an invitation. Third, the *coming* is secondary, and *doing* is the important part, and the sentence reads, "Come in order that that you may do the work." In the first and second sentences, the use of *and* is proper, but in the third to should be used, "Come to do the work."

THE DICTATION.

By WM. M. GIFFIN, Newark, N. J.

Letters have been received from the North, South, East, and West. Every day brings from one to six. The dictation has been given to nearly three hundred pupils so far as heard from (Dec. 10). Let me urge all who give the test to send in a report, no matter how many mistakes you have. Of the three hundred who have taken it, not one has been perfect. This very fact makes it all the more desirable that the record be sent in. It would do you good to read some of the kind letters I am receiving. If the writers are willing (not otherwise), I shall some time give extracts from their letters.

Some of the teachers, who have used the dictation, have requested me to give another, not so difficult as the first, for pupils who have been in school but five or six years. I shall, however, give it to my higher classes also. Those who have used the first, please try this one and report on it, stating that it is a report for the second. In this exercise I have tried to give such work as, in my judgment, ought to be done in a primary school. Let us see what our grammar classes will do with it.

- (1) I can see you, John.
- (2) John, is this your birthday?
- (3) Boys, run. (A command.)
- (4) Boys run. (A statement.)
- (5) The boy's father is here too.
- (6) William was born April 16, 1883.
- (7) Yes, boys, you are right.
- (8) Why can't you write the letter?
- (9) "Why didn't you come?" asked his father.
- (10) Father said I might come to-day.
- (11) Ah! there he is.
- (12) Is this hat yours or Mary's?
- (13) The two boys visited the soldiers' camp.
- (14) We engaged a berth at the R. R. office.
- (15) "Father," said I, "will see him."
- (16) Father said, "I will see him."
- (17) True, men are not all soldiers.
- (18) True men are not all soldiers.
- (19) I'll see him on Wednesday.
- (20) Wm. H. Smith, Esq.,

456 Bond Street.

New York City, N. Y.

HOW CAN I TEACH MUSIC?

By THEODORE F. SEWARD, East Orange, N. J.

II.

After the pupils are tolerably familiar with *doh*, *me*, and *soh*, can name them as they hear them, and sing them from the Tonic Sol-fa notes at any pitch, (i. e. in any key) the *upper doh*, the tone an octave above the *doh*, already learned, may be introduced. The handsign is the same as for the lower *doh*, but raised to about the level of the forehead. The note *d'* is the letter, *d* with the figure ' placed at the top. It is well to write them in a perpendicular column as shown *m* at the side, and exercise the class by pointing. Do not fail to give "ear exercises" at each lesson. Sing the tones to *la*, the pupils naming as you sing. Another method is to sing for tones to the numerals one, two, three, four, and say, "Tell me at which number I sing *soh*? At which do I sing *upper doh*?" etc. Still another way is to sing three or four tones to *la*, the pupils repeating them with the syllables. Exercises may be written on the board introducing the new tone, *upper doh*. Do not fail to change the key with each new exercise. About the pitch of C or D should be taken, so the *upper doh* will not be too high for the voices.

d d m s d' d' s m d' d' s m d d d
d m s—s d' s—s m d m s s d—
d' d' s—s m—m m d d m s d—
d' s m—m m d—d' d' m s s d—

The octave below *soh* may now be introduced. It is written with the figure ' at the bottom of the *s*, as shown in the column at the side. The handsign is the same as for *soh* except that the hand is held lower. The pupils may sing from the column as the teacher points, and from the handsigns. They should also have ear exercises introducing the new tone. After such practice, lessons may be written on the board. The key to be chosen for exercises with *soh* should be E, F, or G.

d d s, s, d d s, s, d m s m d s, d
d d s,—s, s, d—d s, d m s m d—
d d m—s s m—d m s m d s, d—
d d m—s, s m—s, s, m m s, s, d—
d s, m s, d s, m—d s, m s, s s, d.

SPARKLES FROM HENRY WARD BEECHER.

The ideal is the glory of the world. It is the morning-star that tempts men on. Without it the race stagnates, and the world is a pestilent, miasmatic swamp.

The choice must be made between the brain and the stomach; the two together cannot be populous. If the one is filled, the other must be relieved. To work the head, temperance must be carried into the diet.

Obedience to law is the method by which our faculties are quick in their just action; and true obedience is true liberty.

There are three schoolmasters for everybody that will employ them—the senses, intelligent companions, and books.

Health and happiness are like a generous hickory-fire—a bank of coals with considerable flame on the top.

Next to ingratitude, the most painful thing to bear is gratitude.

A FACT.

Some men digging in an old road in Lowell, Me., came to a peculiarly reddish spot in which they found three sharp chisels and a gouge, all of stone. They lay pointing one way, and were probably buried there with some warrior of the Penobscot tribe of Indians. Interesting relics of these Indians are constantly being unearthed. There is a point of land on the Penobscot river, opposite Mattawamkeag, where unnumbered spear heads and arrow heads and stone axes have been found; and it is said that on that spot the Penobscots fought a great battle with their old enemies, the Mohawks, utterly routing them, and thus ending a long series of wars for the mastery of the hunting grounds of that country.

"YOUR supplement plan starts off well, and promises to be of great benefit to those teachers who are willing to learn from others; and it is hoped that the number is increasing who find pleasure and strength in coming in contact with minds that have the power to help them.

Erie, Pa.

SUPT. H. S. JONES."

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

A LONG BUT MOST INTERESTING FACT.

Almost in the geographical center of the Congo Independent State lives a tribe whose recent romantic history has attracted much attention. Occupying under many petty chiefs several hundred square miles of savannas and woodlands, the Baluba are the most numerous and important people yet found along the southern tributaries of the Congo.

HISTORY.

Sixteen years ago the Baluba were divided into many warring factions, which were united only in the policy of excluding all other tribes from entering their territory or holding relations with their people. It is believed they were the only large African people who were content to live wholly isolated in their little world.

A TRANSFORMATION.

A strange occurrence wrought a sudden transformation in the people and made them the most eager of traders. One day Mukenge, a petty chief, equipped with bow and arrows, was hunting along the Kassai, many miles west of his home. He suddenly heard the crack of a flintlock, and, after recovering from his astonishment at the unheard-of noise, he pushed cautiously through the bushes to learn what it meant. He found a young Kioko chief, who had chased an elephant across the Kassai into the Baluba country, and was now standing beside the animal he had killed with his rifle. Mukenge could scarcely credit his senses when he saw what the wonderful weapon had done. The Kioko chief pretended that he was a mighty fetich man, and recounted the marvelous things he could do with his flintlock.

A STRANGE BELIEF.

A part of the religious faith of the Baluba is the belief that the dead, after a sojourn in the other world, reappear on the earth. Mukenge took the young Kioko home with him, told what he had heard and seen, and welcomed the chief as his long deceased father. He then formed a friendly alliance with the Kioko and his tribe, and began to trade with the western peoples. All the ivory and slaves he could get together were exchanged for powder, ball, and flintlocks. Every man in his little territory, he announced, must have a gun, and he forbade, under heavy penalties, the use of bows and arrows. The rage for guns became so great that if a man had no ivory or slaves, he would sell even his wife or children to buy the coveted treasure.

THE POWER OF THE NEW WEAPON.

The new weapon enabled Mukenge to acquire great importance throughout his country. He assumed the name of Kalamba-Mukenge and soon became the paramount influence among the Baluba, compelling all the other chiefs to pay him tribute in ivory and slaves. Believing that the fetich men had an influence almost equal to his own, he did not rest until he had burned all the fetiches, and this form of superstition was destroyed root and branch throughout his country. Fetich worship, however, was succeeded by a more baleful practice, that of smoking hemp as a religious ceremony, by which the health of the men is impaired.

THE OLD PASSES AWAY.

The Baluba did not become used to all these great changes without passing through one of the strangest civil wars on record. The old and conservative men were pitted against the young and progressive element. The old men said they would die rather than permit neighboring tribes to enter the country to trade. The sons took arms against their fathers. Many of the old men perished in the war. The others were driven away, and on the outskirts of the country they may still be found living with their aged wives.

A WONDERFUL WOMAN.

As striking a figure as that of Mukenge himself is his sister Sangula, who wields the greatest influence in all public affairs, and without whose advice no important action is taken. A perfect stranger to fear, she accompanies the chief on all war expeditions, and, unarmed, she often confronts the enemy before hostilities begin and upbraids him in a violent harangue. She and her brother, with two hundred of their people, accompanied

Wissmann down the Kassai to the Congo, and it was of Sangula that Mr. Whitley wrote at Stanley Pool: "I have seen a single wave of her hand arrest the whole crowd in the maddest whirl of the dance, and impose silence on the assembly as completely as if they had been petrified." Sangula has been the faithful friend of the whites, who are largely indebted to her for the great influence they have acquired in the Baluba country.

WHY THESE PEOPLE ARE WONDERFUL.

Capt. Wissmann regards these people as the most intellectual and progressive that the whites have met among the black races of Africa. "They are the people," he says, "who more than any other in Africa offer an encouraging field to the missionaries." They believe in a God who rewards virtue, and in an evil spirit into whose power all evil-doers fall after death. "For everything they do not understand," says Wissmann, "they ask an explanation. Many of them question us about death, the future world, and the soul. They stand for hours asking the shrewdest questions, and unlike most Negro tribes, they have unbounded confidence in the white man. After our explanations their next question often is, 'How do you know that?'"

HOW IT IS SEEN THAT THEY ARE PROGRESSIVE.

Their progressive tendencies are shown by the fact that though once cannibals they have completely abandoned the practice. Their older men are the most elaborately tattooed natives of Africa, the intricate patterns resembling those seen among the Pacific islanders. This practice also has fallen into disuse, and many of the younger people bear no tattoo marks. Formerly almost naked, the chiefs now wear cotton clothing fashioned after the garments worn by their white friends. Discarding their old huts, they now live in houses like those they see in the station at Luluaburg, and they show their imitative talent by making folding chairs and many other articles, similar to those the whites have imported. This country was the goal that Bishop William Taylor set before him when he started his first party to Africa, and the only missionary who has yet reached the Baluba is the late Dr. Summers of the Taylor missions.

HOW TO TEACH CURRENT EVENTS.

By PRIN. JAS. H. HAMILTON, Osceola Mills, Pa.

The pupils should be taught to read up all current events, and be able to discuss them intelligently. I know of no better way of arousing interest in such things than by means of what we call our "daily paper." Each Friday we elect an editor (the pupils nominate and elect one of their number), whose duty it shall be during the following week to place upon the board each morning a brief outline of the important news of the preceding day. This does not excuse the other pupils from reading the papers, for we have what we call our "Special Despatch Department," in which, when the editor has read his "paper" to the school, any pupil has permission to put whatever events he may have, which the editor has omitted.

I then write on the blackboard questions concerning the men and topics mentioned, and the pupils understand that they will be expected to discuss these topics during any part of the day that their teacher may call upon them. On Friday we omit the history recitation, and in its place have a general discussion of the events of the week. To illustrate more clearly the benefit to be derived from such a course, I append the paper prepared the morning of the day on which I write, being the first one prepared by the present editor. The news is divided under the heads of Political, Foreign, and General:

POLITICAL.

The president has appointed Thomas Manning to be minister to Mexico, and Hugo Dinmore minister to Corea.
Hon. Thos. V. Cooper has declined to become secretary of the commonwealth. The principal candidates now are Ex-Lieut. Governor Charles W. Stone, Ex-Senator Grier, and Walter Lyons.
Francis B. Stockbridge will succeed Omar D. Conger as senator from Michigan.

FOREIGN.

Djemel, of northern Africa, was shaken by an earthquake.

STATE.

The finest business block in Lock Haven has been burned.

SPECIAL DESPATCHES.

Adjutant-General Presley N. Guthrie has been assured that he will be appointed Brigadier-General commanding the second brigade of the National Guard, by Governor-elect Beaver.
The *Evening Telegraph* building, Philadelphia, was burned; loss about \$35,000. Mr. G. W. Childs, of Philadelphia, while walking to his residence, slipped and fell. He was unconscious for some time.

Hon. Edward Stanhope has become British Secretary of War; Lord Iddlesleigh will become colonial secretary.

A natural gas explosion at Youngstown, O., destroyed a fine business block, and probably killed a number of people, as several persons are missing.

The above is a specimen of the "paper" as the pupils prepare it. The initials after each "special" indicate the pupil who has written it, so that each pupil receives credit for the work he does. It is quite probable that sometimes the "news" will not be entirely accurate, as in one or two instances above, but this only gives more ground for discussion, and cultivates habits of watchfulness.

The following is the list of questions I wrote on the board, to lead out thought and investigation in the subjects referred to in this "paper."

What is a "minister"? What is yet necessary to complete Mr. Manning's appointment to Mexico? Why was his appointment so long delayed? Where is Corea, and what is it called?

Why cannot Senator Cooper accept the secretaryship of the commonwealth? Who are C. W. Stone, ex-Senator Grier, and W. Lyons? When was Stone Lieut.-Governor?

Who will be Guthrie's successor as commander of the second brigade? Where are its headquarters? Who is G. W. Childs? How is natural gas obtained?

The question concerning the first topic will bring up the constitutional provision for nomination by the President, and confirmation by the Senate. The question concerning Senator Cooper will call up certain provisions of the state constitution. The pupils will be delighted with this kind of work, and it will go far toward preparing them to become intelligent and well-read citizens. They will learn to notice passing events, and thus will become better acquainted with the world, and will be brought into closer contact with it.

INTRODUCTION TO LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

In these latter days, when so many "ologies" and "isms" have, wisely or unwisely, found their way into the curricula of our common schools, we, the teachers therein, may be in danger of feeling that all our time must be spent in teaching the required lessons, and that none is left for training our pupils in morals.

Hampered, as many of us are, by the great numbers under our charge, and by the necessity of reaching a required percentage in scholarship, which, too often, presses like a nightmare upon the teacher's spirits, curtailing her freedom and dampening her ardor, do we not, almost altogether, lose sight of the fact which, nevertheless, is a fact, that we are more or less responsible for the moral growth of our pupils, for their future characters as well as their present attainments?

The subject of moral training presents many difficulties, and we must needs be well equipped for the work.

SYMPATHY BETWEEN TEACHER AND PUPILS.

Of the utmost importance in preparing the way for moral training is sympathy between teacher and pupils.

We wish to get the children into sympathy with us, but to do so, we must first get into sympathy with them.

The children are quick to feel our sympathy, and it does wonders towards making them understand that we wish them to do right, because we have their good at heart, and not because of some selfish reason of our own.

We must seek to put ourselves in their places, to look at the school world, and the home world through their eyes, to let our hearts beat in unison with their hearts. When we have done this we will often be filled with an intense pity for the wrong-doers, that will give us the patience that we so much need toward them. But our pity for the wrong-doers should never cause us to feel leniently toward the wrong-doing. It should rather increase our dislike for it, and strengthen our desire to raise the children above the wish to do wrong. Sympathy with the children, will also aid us greatly in discriminating wisely between actions that are really wrong, and actions that are merely the result of a child's wonderful activity and restlessness.

AIM IN MORAL TEACHING.

The one great end and aim of all moral teaching should be to cultivate in the children the habit of asking themselves the question, "Is it right," and of shaping their actions to suit the answer.

Often, nay, nearly always, the one thought that decides the child, when it has the opportunity to act with freedom, is what it wants to do, not what it ought to do. When we shall have trained it up to the idea of begin-

ning to govern its life by the law of right, our work is nearly ended, and a good character in the future for the child, is well nigh assured.

LESSONS IN MORALS.

The children have been told, often enough, perhaps too often, that they ought to do this, that they ought not to do that, but how rarely do they know the reasons why. "Why?" How often do they ask it, and how seldom do they get a satisfactory answer? Do we not, too often, give the children the idea that we wish them to do certain things for our own satisfaction, and not because it is right? Our wishes should be law with the children, but it should be thoroughly understood that the great law of right underlies our law.

The children should be made to understand that their own real happiness and the happiness of their fellow creatures are the foundations of all moral principles. They should be made to understand that right doing conserves their own best interests, and the best interests of all others; that when they do aught that interferes with either they do wrong.

They should learn that right doing will often require severe self-sacrifice, but will bring happiness in the end; that indulgence in wrong doing, though giving present pleasure, must bring unhappiness in the end. To do all this, lessons in morals should be given, as carefully and as systematically as lessons in geography or in physiology.

When I became thoroughly convinced that such lessons ought to be given, I looked about for a text-book; but a text-book in morals, adapted to primary children, was not to be found. Driven back upon my own resources, I armed myself with what books I could find on the subject, and, with their aid, prepared my own lessons. These lessons seemed to me, to be not only interesting to the children, but to be real conscience awakeners. I looked for results, and found enough to convince me that they were doing some lasting good, how much I could not tell.

Thinking that the lessons might be of use to others, I took notes of the answers given by my pupils, so that the conversations are those that actually took place in the school-room.

The lessons are simply suggestive. Another teacher, with another class of children, would doubtless receive very different answers, and the questions should be varied to suit the answers. The illustrations, also, should be varied to suit the teacher, the pupils, and the circumstances.

The lessons are designed to teach principles, consequently they should seldom be made personal, lest the child lose sight of the principle in the discomforts of the application.

The summaries should be written upon the board, copied by the children and committed to memory.

RESULTS.

The work of training our pupils in morals, is, and always must be, a discouraging work, because its results are so obscure.

It may be years before we can know, and, in many cases, we can never know whether or not we are accomplishing any good. At best, our influence is small, so soon the children go out from our small world to take their places in the great world.

Each one of us can do but little; but we are an army in numbers, and shall we not be an army in strength, if, with hearts warm and brains alert, we unite to help the children of our country to fight the battle with evil.

Does it not lie partly with us, to hasten the time when it cannot be truthfully said, "that beauty and distinction, that reverence, and truthfulness, and humility, are at a low ebb in this country"?

HOW TO TEACH SPELLING WITHOUT A TEXT-BOOK?

By MARY F. MORE.

For third and fourth grade pupils I usually make a list of twenty-five words, placing about fifteen undeveloped words with ten previously studied.

The new words are selected from the day's reading lesson, the old words from previous lessons.

NOTE.—By previous lessons I mean not only reading lessons, but language, writing, drawing, and number lessons, any lesson from which I may gather words whose meaning and form the children do not understand.

I write the words in two columns upon a blackboard which I have ruled with a carpenter's lead pencil. The cost of one is five cents, and it will last five years.

My word lesson occupies one-half hour, and the children fully enjoy every moment of the time.

At 9:30 the board is uncovered, and this is the way I proceed:

I point to a word. It is pronounced and spelled orally two times by the entire school. I then call for a statement embodying the word. Have several statements given by different children.

Proceed similarly with other words, sometimes by taking the words as they are arranged, sometimes by going backwards, and often by skipping about.

The latter method requires the closest attention of the pupils.

We note the words which begin with capitals, and those which have similar beginnings and endings. (I do not teach terms prefixes and suffixes.) We also note the apostrophe and its use. In fact, I refer to anything and everything which will help to strengthen the memory and impress the form of the word upon the mind.

These little things by way of comparison and explanation also help to please the child, and give variety to an otherwise monotonous lesson.

When a word occurs whose meaning the children do not seem to understand, develop the meaning.

Suppose the word is "parallel." Draw two parallel lines upon the board.

What can you say of these lines, thinking of their direction?

Child.—They both extend in the same direction.

Compare the distance between the lines in this place, this place, this and this, in all places.

Child.—The lines are the same distance apart at every point.

Collect the whole matter from the child, and have children represent parallel lines, and correctly use the word "parallel" in statements.

Suppose the next difficult word is "medley." Don't talk for five minutes in an abstract manner, but open your box of pictures for your language work, and immediately form a medley, leading the children to state that the picture is formed by a combination of different pictures. Ask some child to form a medley at home for your school-room decoration. To be sure, if the word in the reader has a different meaning, you will need to proceed differently.

Some teachers suggest for new words, and call it development work. There is a marked difference between "gradually unfolding" and "abruptly intimating."

Ten minutes is ample time for the above study of the lesson.

Signals for slates.

Position for writing.

Each word is neatly copied five times. The brightest pupils have time to write the words seven times. Ten minutes more are consumed.

Slates sponged and dried with slate cloths.

I now know for a surety which are the most troublesome words, and I check the most difficult—invariably ten.

Each child writes ten statements embodying these words. I encourage and assist in the formation of sentences.

A few of the best-formed are read as an incentive to some sluggish brain, and the very poorest are often read for friendly criticism—never for sport.

While they are writing I pass from desk to desk and quickly detect any error in spelling, capitalization, and the use of the following marks: period, comma, quotation marks, apostrophe, and question mark. No extra time is thus consumed in making corrections.

See that each child makes the proper correction.

Never do for a child what he can do for himself.

The half hour is now gone, and the slates erased for a brief rest, always something which requires a standing posture.

During the language hour in the afternoon, I frequently have the pupils write an interesting story embodying all or a given portion of the word lesson.

At 10:45 we spend fifteen minutes in again writing each word five times, and each pupil is allowed to make a selection of five words for sentence writing.

Pupils then march to the reading class. There is no stumbling over difficult and meaningless words in the class, but each child can read with good, if not excellent, expression.

At twenty minutes before twelve the words are covered.

I have a *fac-simile* copy in my note book. I pronounce each word distinctly, and but one time. The pupils write the words with pen and ink in their spelling blanks.

Those who are perfect are marked one hundred, and excused at twelve. The others receive an appropriate mark, four per cent. for each correctly spelled word.

Every misspelled word is lightly checked in the blank, and correctly written five times upon their slates. The words are then spelled orally, and the pupils dismissed.

There is much I would gladly say concerning the subject as applied to other grades, but my paper is already too long.

I tried the above method four years with third and fourth grade pupils, and found it a perfect success.

LESSONS IN ELOCUTION.

By elocution is meant the art of speaking effectively; it implies there is a knowledge of the art of speaking. Every one can speak, but few speak effectively. And in school utterance is simply utterance, and no art about it. Now lessons should steadily be given from entrance to the primary school to the time of leaving college in elocution.

By many the word elocution recalls the "professor" who speaks some "pieces" with terrific force; leaving the general impression that he is doing a hard task. The first effort of the teacher should be to get rid of this false notion. Such men may be elocutionists, possibly, but they are apprentices or journeymen. In a real elocutionist you do not notice the art employed; in a poor one you do.

The basis of all elocution is a smooth tone. The teacher should give daily lessons that will tend to make the voice smooth and musical. (And here comes the question, is your voice, teacher, a smooth, pleasing, musical one?) For this purpose give exercise on the elementary sounds, as found in most of the readers.

a as in fate
a as in father
a as in fall
a as in fat
etc. etc. etc.

There are thousands of ways to use these elementary sounds. Five minutes twice a day will help very much. Let the teacher lay out a series of progressive lessons, and follow them during the entire year. 2. Then as to phrases and sentences. A few should be chosen and practiced over and over until the pupil gets the inflections. Take familiar sentences first, as:

"Oh, certainly!"

Let the teacher pronounce this to the pupil, and point out the meaning. There are a dozen different meanings that may be proposed.

Joyful assent. To get this let the pupil ask a question as, "May I get my book," and let the teacher reply in the words, "Oh, certainly." Repeat many times.

Simple assent. Let the teacher ask, "I suppose your mother is well?" and let the pupil give a reply in the words, "Oh, certainly." Practice many times.

Sarcastic assent. Let a pupil ask another. "Of course you will give me your boots?" He will reply, "Oh, certainly." Practice many times.

This will give the teacher ideas on practical elocution.

MEMORY GEMS.

Pore not upon your losses, but recount your blessings.
—WATSON.

Make the truth thine own for truth's own sake.
—WHITTIER.

Good nature is more agreeable in conversation than wit, and gives a certain air to the countenance which is more amiable than beauty.
—ADDISON.

Heaven is above all yet; there sits a Judge
That no king can corrupt.
—SHAKESPEARE.

Polliteness promotes beauty in him who possesses it, and happiness in those about him.
—H. W. BEECHER.

To tell a lie is like the cut of a saber; the wound may heal, but the scar will remain.
—SAADI.

If there is one habit that should be cultivated more than another by him who would succeed in life, it is punctuality. If there is one that should be avoided, it is that of being "behind time."

An investment in knowledge always pays the best interest.
—FRANKLIN.

Do noble deeds—not dream them all day long.
—C. KINGSLEY.

When a man has not a good reason for doing a thing, he has one good reason for letting it alone.
—W. SCOTT.

A little said and truly said
Can deeper joy impart,
Than hosts of words that reach the head,
But never touch the heart.

Minds that have nothing to confer
Find little to perceive.
—WORDSWORTH.

If there is any person whom you dislike, that is the very person of whom you ought never to speak.
—CECIL.

I dare not drink for my own sake;
I ought not to drink for my neighbor's sake.
—THEO. L. CUYLER.

A judicious reticence is hard to learn, but it is one of the great lessons of life.
—CHESTERFIELD.

Sunday is the golden clasp that binds the volume of the week.
—LONGFELLOW.

MR. JOHNSON'S CHRISTMAS PRESENTS.

By MRS. HARRIET A. CHEEVER.

Mr. Johnson, in company with several other men, was waiting in Mr. Jenkins' grocery to be served. It was the night before Christmas, and naturally people wore a kind of holiday air, while faces looked brighter than on ordinary nights.

Good natured remarks and bantering speeches passed to and fro, but when Mr. Johnson entered, first one then another looked askance at him with an amused, inquiring expression.

Under his arm he carried a series of bundles, one tied to the other in such style that the queer cargo hung nearly to the floor, yet it was evident that he intended to burden himself still farther with purchases from the grocery.

Mr. Johnson was a large, fine looking colored man, who lived down in Wilson's Lane at the far end of the town. He was known as a bright, active, and naturally intelligent man, who took excellent care of his wife and child, while his boy Abram was as smart as a little six-year-old could well be.

Although Mr. Johnson was generally considered what is significantly called "a character," he yet always carried about an air of dignity, and no one would have thought for a moment of ridiculing him; at the same time he often furnished a good deal of amusement for his fellow townsmen with his shrewd, ready replies. But to-night he seemed thoughtful, and his answers to the questions put him, were unusually brief and serious.

"Hullo, Johnson! what you got there!" sang out Mr. Jenkins, "goin' to set up an opposition grocery?"

"No, sah."

"Been buying turkeys and geese for the whole of Wilson's Lane," inquired another.

"Not 'xactly."

"Oh, I know; said a third, "you're going to have a Christmas tree. Don't forget me when the time comes."

"Oh, no, I ain't," replied Mr. Johnson.

"Well, it certainly isn't anybody's business what you choose to carry about," said another man, "I reckon you think so too."

"Oh, no, I don't," said Mr. Johnson, slowly shaking his head, but ef yer guessed all night, yer'd neber hit it right; gen'l'men, I ain't got only de beginnin's ob it yere."

"Bids fair to be something of a budget by the time you reach the end," remarked another.

"Well come, I'm gettin' curious," called out Mr. Jenkins. "Perhaps you'd like to enlighten us on the subject."

"It's pooty consid'able of a story, gen'l'men, but I ain't no ways 'posed to tellin' de truth ob de matter."

"Well, fire away; we're all attention," said Mr. Jenkins.

Thus invited, Mr. Johnson began with a gravity which effectively sobered his hearers.

"Wall, gen'l'men, I 'xpect I've got de beginnin's ob de makin' ob an intellidgent man in dese yere bundles. Dey's Chris'mas presents all de same, but dey's de right kind ob ones."

"Yer see—" Mr. Johnson leaned against a cracker barrel, and rested his bundles as best he could preparatory to making something of a speech: "Yer see, gen'l'men, when I growed to be a young man I hed all de pluck an' energy in de wurl', an' one time after I'd worked fur a fine qual'ty gen'l'man fur a long time, he says to me, 'Dan'l', says he, 'I wish you hed de eddica-

tion necessary to keepin' ob books. I'd trust you so fur as character goes to keep my books from one year's end to anudder.' An' I tell you gen'l'men it warn't easy fur to tink ob how I didn't know de fus' ting 'bout 'rithmetic wid sech as dat widin my reach, an' yet as fur off as de poles?"

"Den after a few years mor', dat kind ole massa died an' I went to lib wid anodder man, an' he were a qual'ty gen'l'man too. He were a cibil engineer, an' a master builder besides, an' I were wid him only a little while when he says to me one day, 'Dan'l', says he, 'if you hed de 'bility to calkerlate an' to jedge ob measurements that you hev to 'bey orders, and do faith'fly eberyting you do at all, I would soon put you in de way ob makin' yer eberlastin' fortin'!"

"An I tell you, gen'l'men, it warn't pleasant to re-flec', dat I might hab been a rich man wid my own house, an' likely my own snug little farm, ef I'd only hed 'vantages when I were a boy, long ob more favored boys ob my own age."

"Pooty soon dat good man, he went out west, an' he begged me powerful hard to go 'long too, but I didn't want fur to leab de place I'd growed 'customed to, an' b'sides I don't b'leve I could eber a stood de cold out dere."

"Well, nex' I went jes' fur a spell, as I s'posed, to stay wid Dr. Longwood. I were to drike him on his rounds, an' sit in de office an' tend to orders when he went out ob town an' all dat. Pooty soon, dere come de gret railroad accident at de Four Corners, an' de doctor an' me worked togedder all night; dere warn't only de bandagin' to 'tend to, but yer hed to talk to de por' creatures in dere mis'ry as best yer could. Some hed fur to be 'ncouraged, an' coaxed, an' soothed long; den odders was in dretful trouble 'bout dere souls. Den yer hed fur to turn min'ster an' try de best preachin' yer could muster."

"Wall, yer all can recollect 'twas only three weeks after de railroad dezaster dere come de big fire at de theatre, an' twere de same ting all ober 'gain for de doctor an' me."

"Nex' day, Dr. Longwood, he sat adreamin' in his office wid' his eyes fix on de fire. I were doin' some chores fur him; all to oncet he woked up and says, 'Dan'l', says he, 'Dan'l, it's a million pities you warn't eddicated eder to de medical perfession, or else to de ministry when yer was young; if 'twarn't too late to begin now wid de grammar an' dickshunries an' all dat, I'd rec'mend you to try it, an' I'd help yer!'"

Mr. Johnson put up a finger and continued in low, impressive tones:

"Gen'l'men! inside dese yere bundles dere's books,—little school books! an dere's de boots an' de rubbers, de leetle cap, de obercoat an' all de 'quipments for to start my boy, Abram in schoolin' de week after Chris'mas. It's de best Chris'mas present a poor man or a rich man eder can gib his chile, a fair start toward a good eddication!"

"Gen'l'men! I mean ef my boy hes a chance to keep a set ob books some day, he shall hev de neces'ary knowl-edge ob figgers to keep dem an' earn de big sal'ry his fader warn't able to?"

"I 'ntend, gen'l'men, ef my son hes a chance to be a cibil engineer, he shall hab de chief furnishin's fur de business right in his own brain; or, ef he should want fur to be a doctor or a min'ster, ef I only lib long 'nough, I mean to see dat pick'ninny Abram, able to catch holt ob eder perfession he hes de callin' fur."

"I can't 'ford fur to gib my boy rattle-traps to break up, nor sugar sweets to git bilious wid come Chris'mas, but I mean fur to go de las' cent I rightly can in fittin' de boy to fill de berry best place in de wurl' he ken wid propri'ity."

"An' de school books an' nice clo'es, isn't merely a Chris'mas present to de chile Abram, dey're my leg'cy to de dear leetle undergrowth also! I shan't hev a farm nor a perfession to hand down to him, but ef he gits de 'bility to earn dem for hisself, I tell you, gen'l'men, I b'leve it's de best 'nheritance after all!"

"De best ting a fader can leab his chile is a good name, and de principles of religion, an' bless God, I hopes to leab de boy Abram both ob dese. Den de nex' bes' ting,—an' dey goes hand in hand—is de 'bility fur to turn his talents to de best 'count. An' bless God, gen'l'men, I b'leve ebery man comes into de wurl' wid some talents, ef he could only be taught dere proper use in time!"

"Now I'll pick up my baby's beginnin's toward a prosp'ous manhood, an' be off. An' gen'l'men, a merry Chris'mas to you, an' one bit of advice:

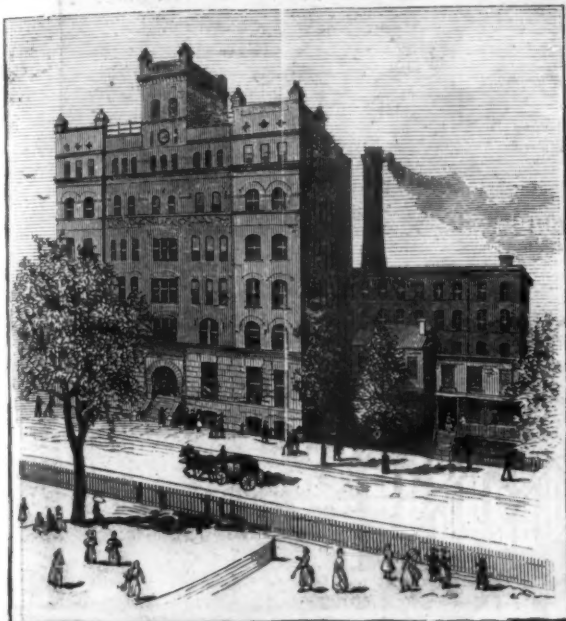
"Get all der good yer can, now, and forever! An' wid all yer gettin' be shore an' git,—understandin'!"

PRATT INSTITUTE,

BROOKLYN, N. Y.

The practical tendency of modern education has a signal illustration in the Pratt Institute, now in full operation in Brooklyn, through the princely endowment made by Charles Pratt, a citizen of Brooklyn, whose generosity rivals that of Geo. Peabody, Peter Cooper, or Stephen Girard, yet has developed in a common-sense direction quite different from that of other benefactors. The institution, in fact, combines the ideas of the Cooper Institute, the Astor Library, the Auchmuty Trade Schools, and the Academy of Design.

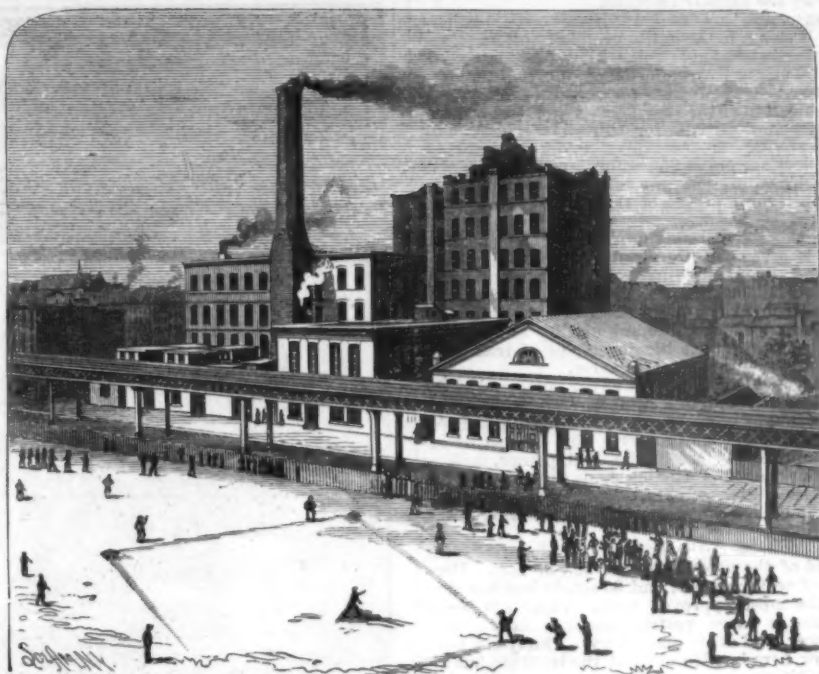
Charles Pratt was originally a poor mechanic, and experienced the need of an education. He started in life by working hard. He got to be a successful merchant, and was a member of the well-known firm of Reynolds, Devoe & Pratt, of New York. He sailed into fortune on the strongest tide of the oil business. He



MAIN BUILDING.

employed thousands of workmen, and, by contact with them, as well as by his own experience, he came to know how great are the disadvantages of the poor youth who starts with only such education as the public schools have heretofore given. While his wealth increased, and he was able to provide munificently for his family, he never lost sight of the idea, which has, in fact, been the pet thought of his life, to erect a great institution to supply the want which he had himself experienced.

One of his ideas was that such an institution should not be a mere charity, but that it would do most good as an aid to those who were willing to help themselves. Therefore the cost of maintaining the institution is assured by his munificent gift of the pile of buildings known as "The Astral Apartments," at Greenpoint. When these apartments are filled the institute will have an income of about \$25,000 a year. In this respect the plan is something like that of Mr. Cooper for the support of the Cooper Institute by the rents of the stores on the main floor of the building. Besides the rents from the Astral apartments, the Pratt Institute derives a revenue from small tuition fees which are charged chiefly as an indication of the good faith of the pupils, and are, of



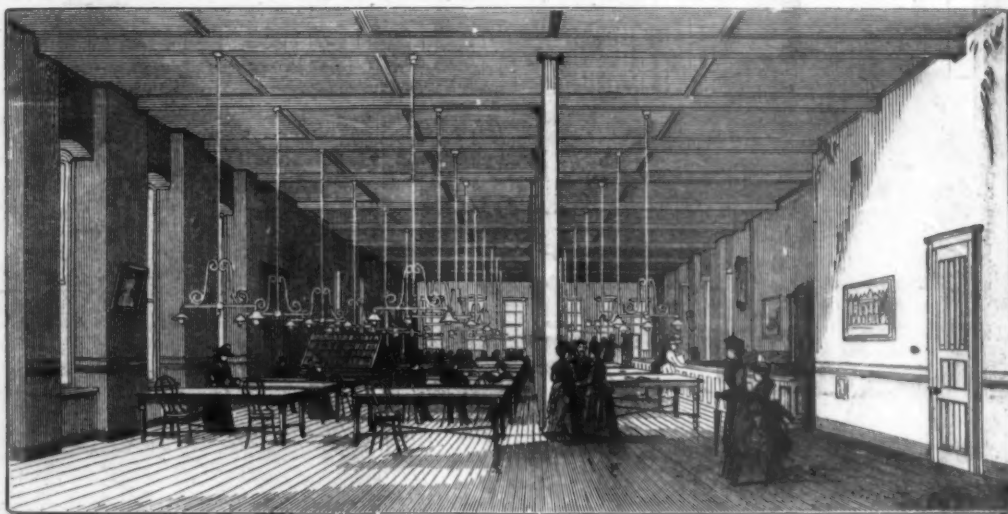
VIEW FROM THE REAR PLAY-GROUND.

course, far below the actual cost of the tuition furnished.

MAIN BUILDING.

The main building of the institute is a brick and terra cotta structure six stories high, 100 feet wide, 50 feet in depth, with an L 37 x 50 feet upon one side. In the rear of the institute proper is the department of mechanic arts, covering an area of 247 x 95 feet, these buildings

senger and freight service. The buildings are lighted throughout by a complete system of incandescent and arc lamps, rendering evening work in the various classrooms and shops as practicable as that of the day. The buildings—as will be seen by reference to the engravings—are not wanting in external beauty, while they are constructed in the most substantial manner, being practically fireproof, and as strong as would be required for



THE FREE READING ROOM.

varying from one to three stories in height. The buildings are provided with all the modern appliances for lighting, heating, ventilation, the prevention of fire, etc. In the main building is a large elevator running from the basement to the tower above, adapted for both pas-

the heaviest kind of manufacturing.

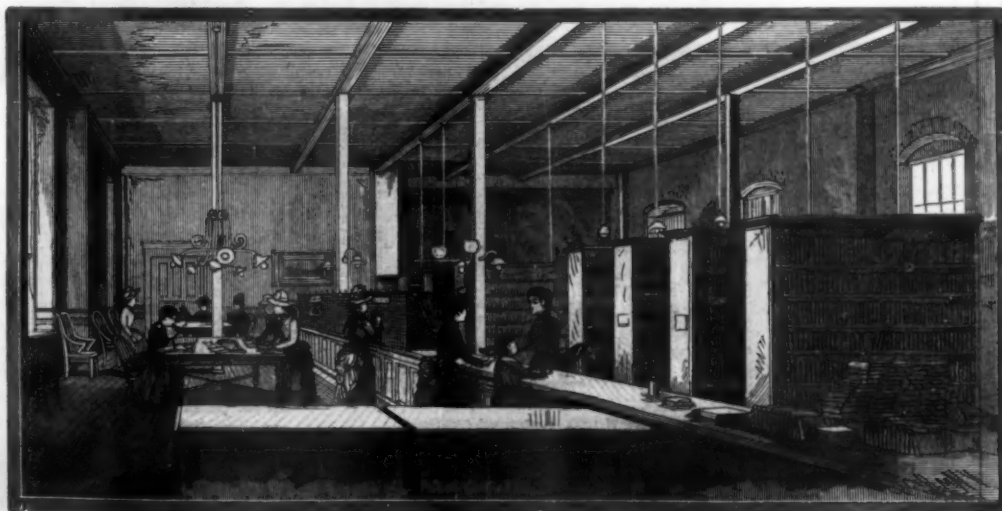
Land for the buildings was purchased in 1884. Contracts were made in the early part of 1885; the work of excavating began about July 1 of that year, and the construction was continued through 1886-87. May 19, 1887, the charter was granted, with power to confer degrees.

LIBRARY AND READING-ROOM.

In addition to the facilities for technical education, which are designed exclusively for scholars, there is a free library containing fifteen thousand choice books, to which additions are constantly being made; a free reading-room provided with about 150 of the best American and foreign periodicals, and furnished with a library of reference books, such as encyclopedias, dictionaries, and other books often needed for consultation. The use of the library and reading-room is limited to citizens of Brooklyn over fourteen years of age. The terms are much the same as those of the apprentices' and other circulating libraries, and require the signature of some responsible person as guarantee against loss of books.

MECHANIC ARTS.

For the department of mechanic arts there is a series of buildings in the rear of the main institute, fronting on Grand avenue. It is intended for three distinct classes of pupils: First, members of the regular three years' course who, in connection with their literary work, take instruction in wood and iron work, joinery, pattern making, wood turning, molding, casting, forging, etc.; second, pupils from other schools who wish to supplement their studies with some kind of manual work; third, those who are employed during the day, and wish to join evening classes in order to learn some mechanical trade, or to perfect themselves in the trade



THE FREE LIBRARY.

in which they are already engaged.

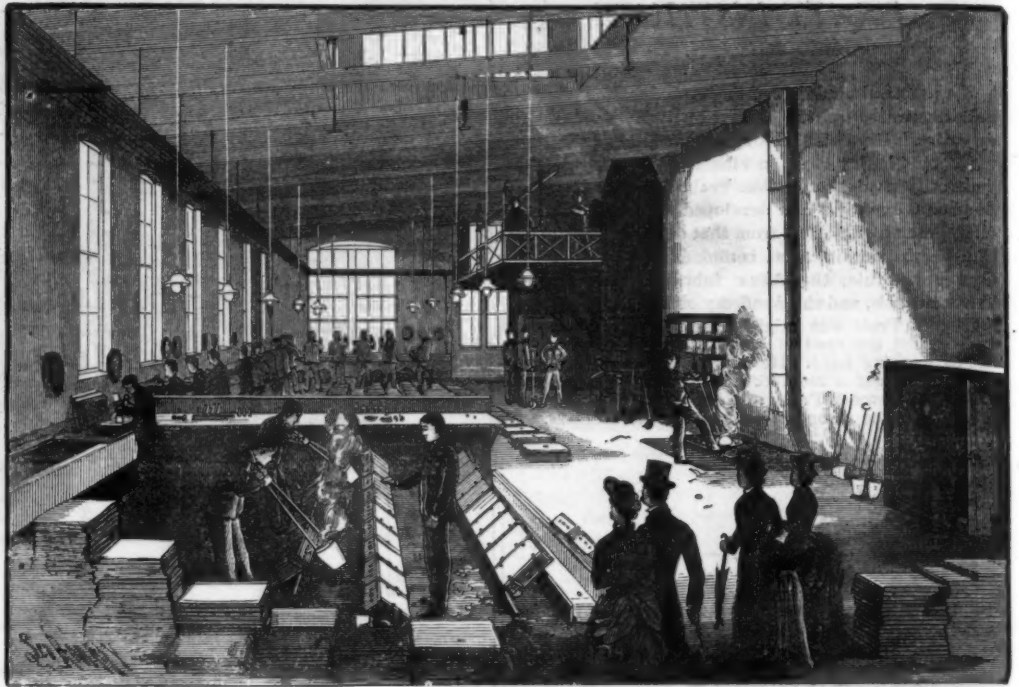
In the basement are two 100-horse power boilers, which supply steam to the entire group of buildings, and run the engines, elevators, electric light, fire pumps, and machinery. The big Harris-Corliss engine, and the huge dynamo are excellent subjects for object lessons.

On the south side of the first floor is the forge room. There are accommodations for thirty-six pupils, with forges and anvils. Instruction is given in drawing, bending, upsetting, punching, welding, and making of steel tools. The different processes of producing iron and steel, and the properties of the commercial product are illustrated by lectures.

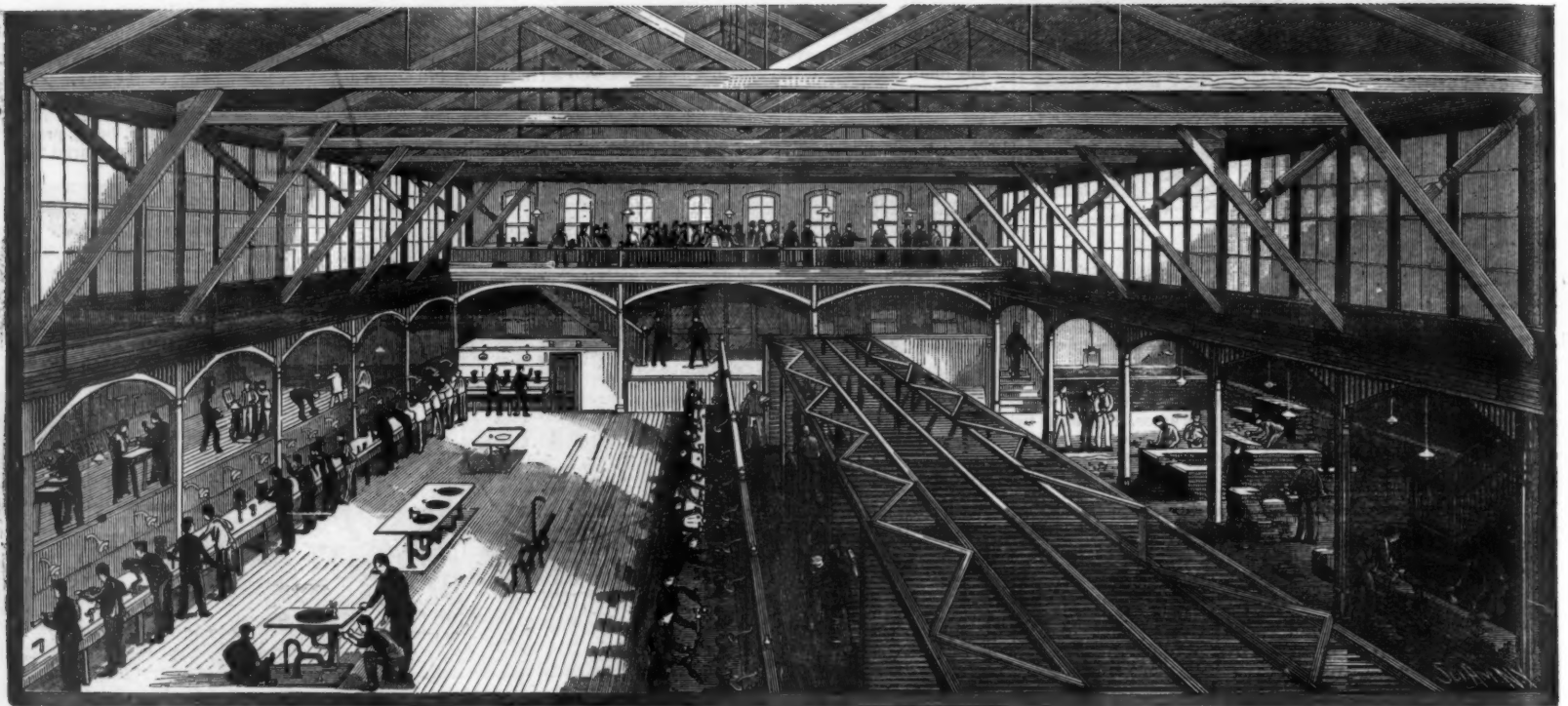
Adjoining this room is the foundry, 66 x 29 feet. Here instruction is given in green sand molding, dry sand molding, and loam molding, and in core making. Swept-up work will be illustrated, and particular attention will be given to the production of art castings in iron and bronze. The art of manipulating and care of cupola will be taught, with the principles of iron melting. The tuition fee costs \$10 per term.

The metal working department at the north end of the first floor has a room 97 x 37 feet. There is bench room for forty-eight viases, engine and drilling lathes for iron work, and other machinery. The course of instruction comprises the use of the drill, planer, milling machines; the theory of cutting tools; the use of the chipping chisel, file, scraper, hand dies, taps and reamer; engine, lathe, screw cutting, boring, and machine fitting.

The main room of the wood working department at the north end of the second floor is 92 x 37 feet. Here are 150 feet of wall benches, and 36 single benches supplied with the most approved tools. There are wood turning lathes, a large pattern maker's lathe, buzz planer, surfacer, and other machinery. Thirty-six boys began to work here last March, and the institute has already on exhibition some work in this department that

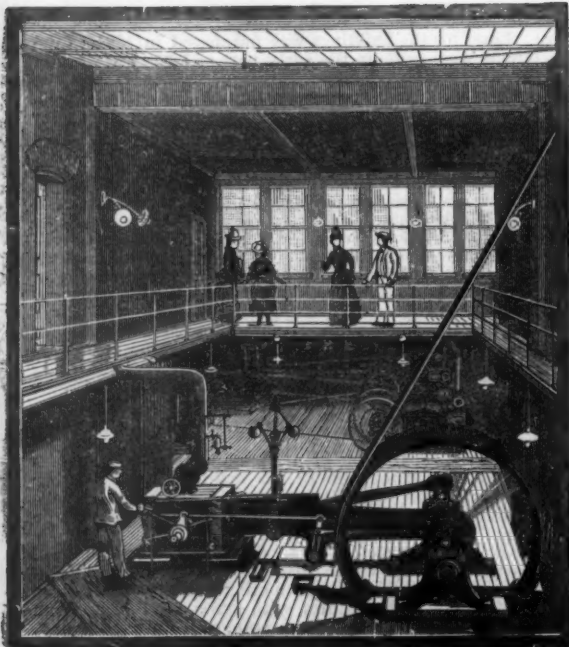


THE FOUNDRY.

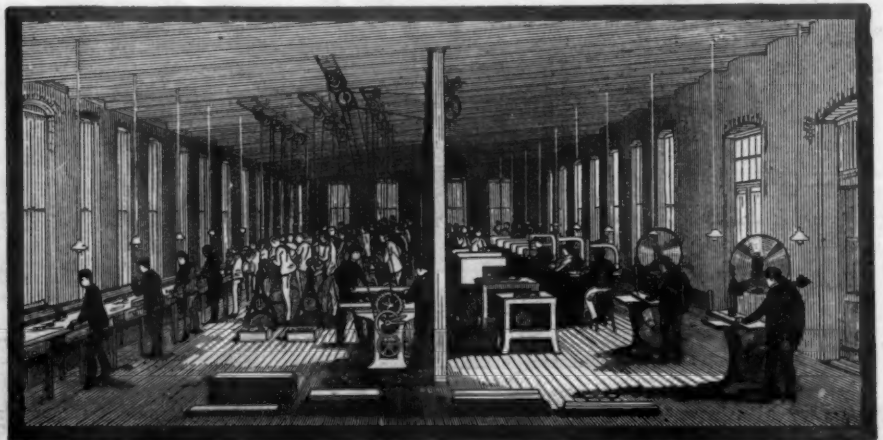


THE TRADES SCHOOL.

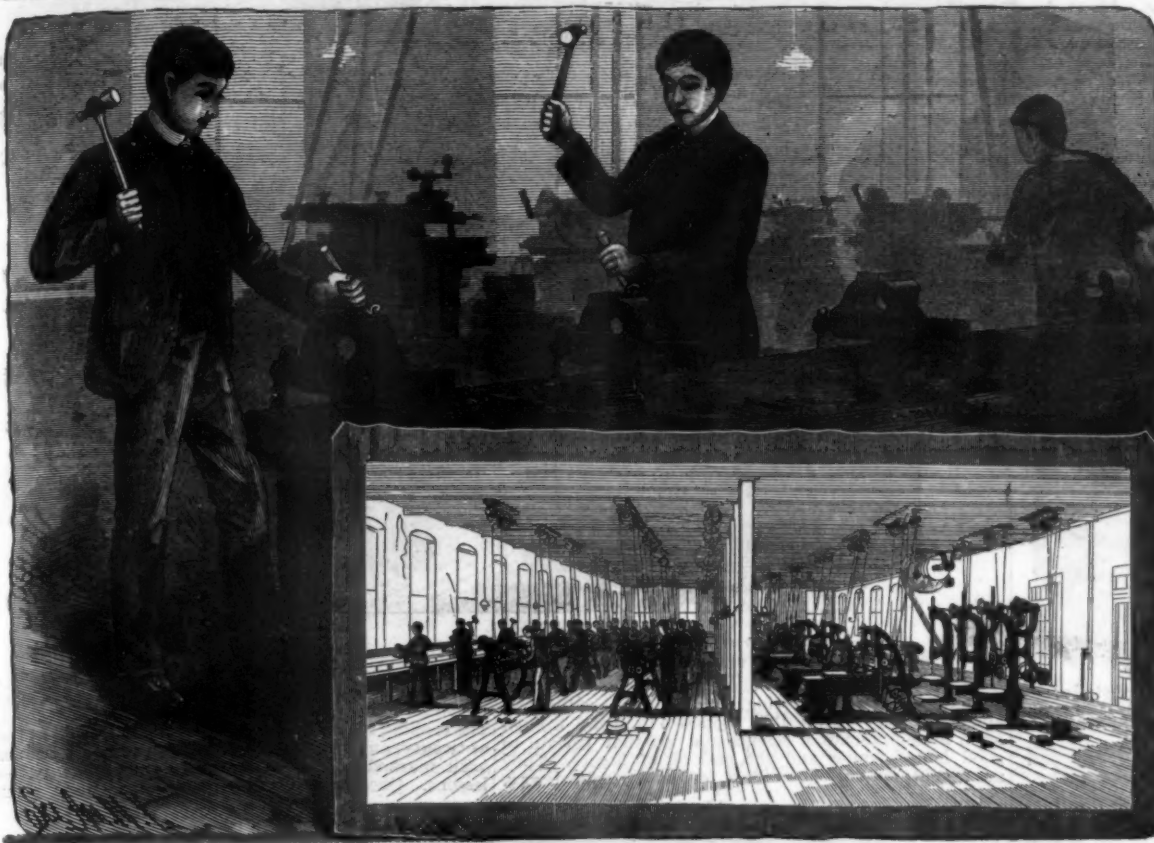
would be a credit to older hands. The course in carpentry will cover three months. Instruction is given in the care and use of carpenter's tools, laying out of work, proportion of joints, method of making dovetails applied to cabinet making, joinery, and house building. The second term takes up the speed lathe, plain and ornamental turning, and the making of patterns and core boxes, and the use of the hand saw and jig saw. The



THE ENGINE ROOM.



THE WOODWORKING SHOP.



SCHOOL OF ART AND DESIGN.

A great feature of the institute is the school of art and design. Drawing is recognized as the basis of all constructive industries, as well as of pictorial art and decoration. Its importance to the artisan and designer is incalculable, and every branch of it is provided for in the Pratt Institute. The chief divisions are: Drawing, as applied to industrial construction and the making of objects; drawing, as applied to the representation of the appearance of objects, both natural and artificial; drawing, as applied to ornamentation. The special divisions to secure these results comprise thorough and systematic training in free-hand, mechanical, and architectural drawing, color, clay modeling, design, and wood carving.

Each course of study is divided into three grades, and ten acceptable studies or drawings are required in each.

In the general course of free-hand drawing the pupil is trained in blocking in from casts the appearance of cylindrical and rectangular objects, groups of objects, studies in light and shade from casts and still life, harmony of color, historic ornament, and principles of ornament and applied design. The next grade includes work in design, blocking in, and shading the head and figure from casts, drawings of drapery, and studies in color from still life. The next grade embraces advanced work from antique painting and studies from life. Students are required to have a thorough knowledge of free-hand drawing before admission to advanced classes, and will not be permitted to omit any part of a course of study unless they can pass satisfactory examinations. Pupils may enter special courses in design or architectural and mechanical drawing, ac-

THE MACHINE SHOP.

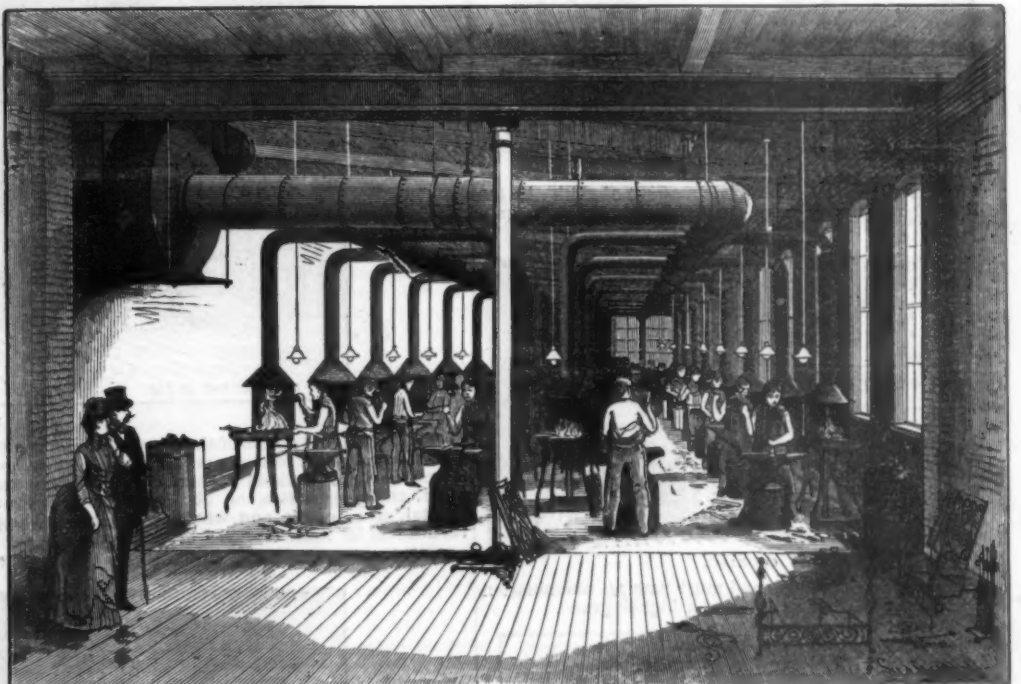
charge for tuition here is \$7.50 for a term of three months.

In this department there is a three years' course for boys, which includes free-hand and mechanical drawing and shop practice at the same time that the pupil is acquiring a thorough English education. The applicants for this course are required to pass an examination in arithmetic, geography, United States history, grammar, and composition. A similar course to this for girls will also be taught.

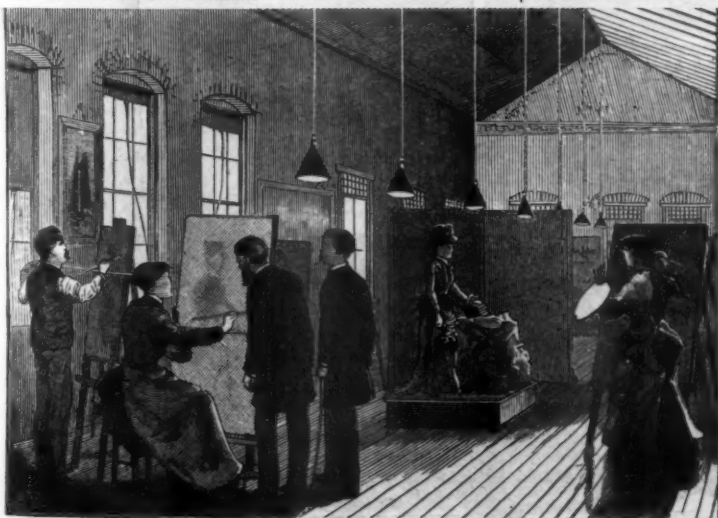
For the department of the building trades, there is a building 103 x 95 feet and about 30 feet high. Work was begun here with pupils in bricklaying, modeling, stone carving, and plumbing, last February, and already some wonderful results have been accomplished. In stone carving the pupils are required to sketch designs and model them in clay before cutting them in stone. Then they are drilled in different styles of ornament and architecture. The pupils are encouraged to make original and artistic designs, for the work of this department borders closely on that of the sculptor.

In the plumbing section there are completely equipped benches for fifty-four pupils. They are taught to make lead seams, wiped joints, sand bends, working sheet lead, erection of sewer pipes, the sanitary aspects of plumbing, and the scientific principles of drainage, sewerage, and ventilation, and the ability to apply known principles. There is already on exhibition some nice work done in this department, and whoever learns plumbing here will learn it thoroughly. The tuition costs \$10 for a term of three months. Applicants for admission must be at least 17 years old.

The course in plastering comprises instruction in scratch coating, brown coating, hard finishing, running arches, cornices, &c. The charge is \$7.50 for a term of three months. There is a course of six months in modeling, casting, and carving, in which the tuition costs \$5 for a term of three months.



THE SMITHS' SHOP.



SCHOOL OF ART.



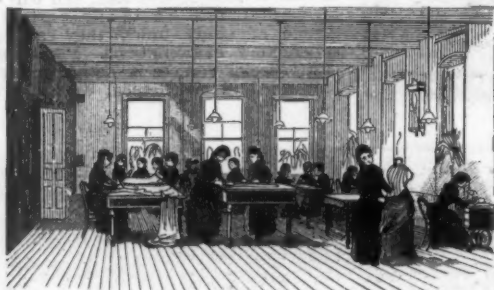
AND.

according to individual ability or fitness. All students must attend lectures on perspective, historic ornament,



DRESSMAKING.

harmony of color, etc., according to course of study, and they are required to take full notes. All applicants



DRESSMAKING.

must give evidence of a certain amount of ability in the line of work they wish to pursue, in order to gain

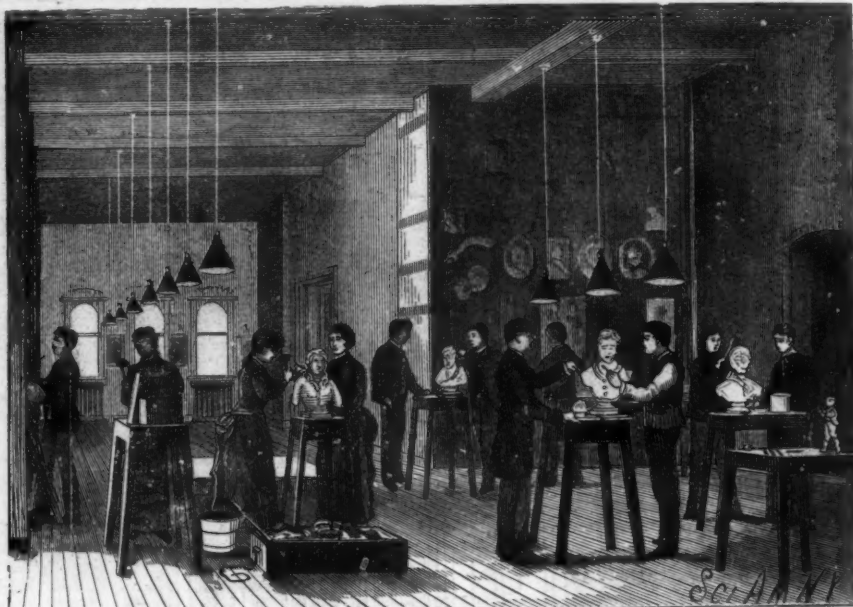


COOKING.

admission to the school, and must pass an examination upon one grade before entering a higher grade.



COOKING.

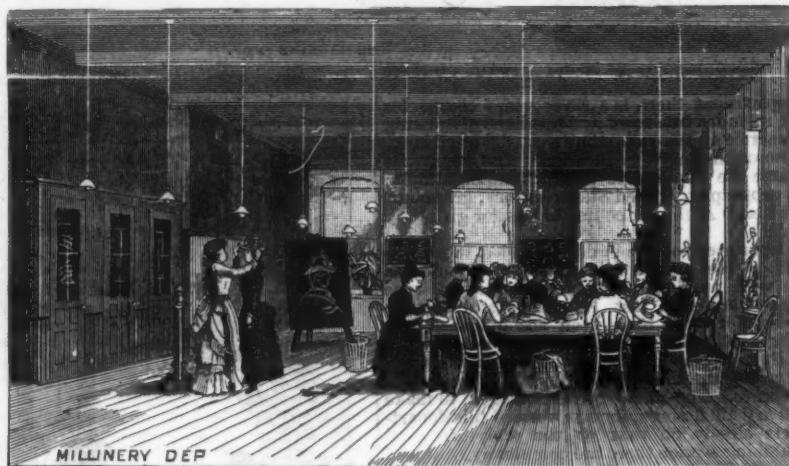


ART.

DOMESTIC SCIENCE.

In the department of domestic science there are courses in cooking, sewing, dressmaking, millinery, and embroidery. Here it is proposed to make women learn those branches of science and art that pertain to good housekeeping and the making of homes. They are taught, not only in an ideal, but in a practical way.

There are big kitchens, and things to cook, and there is a lunch room where the things cooked are sold at moderate prices to the pupils of the institute or others. The cooking school was opened last January with a class of twenty, and other classes have been constantly added with marked success. A course consists of twelve lessons. One lesson of two hours' duration is given



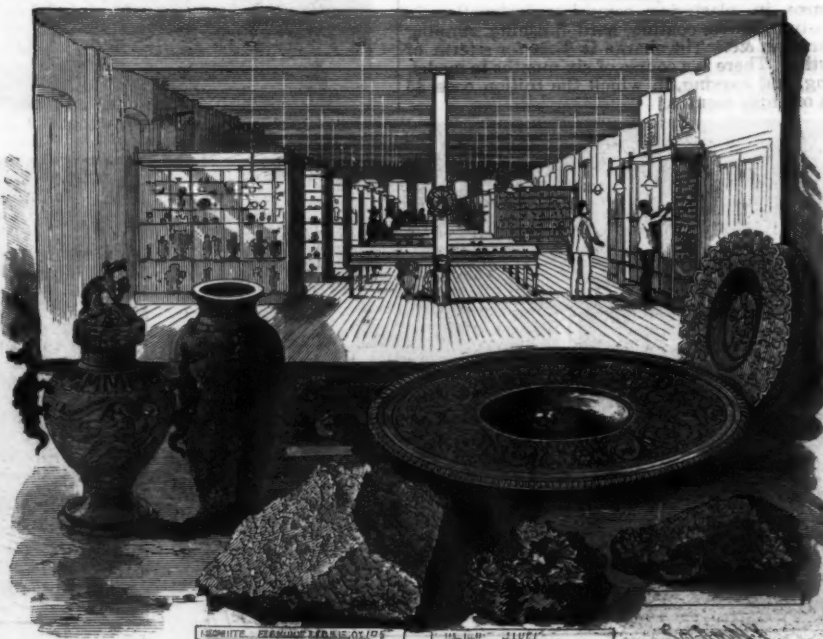
MILLINERY.

They learn, in the words of the charter of the institute, "those useful and ornamental arts that have reference to matters of household economy and home management, the preparation of clothing, useful and ornamental, of economic and wholesome desire to support themselves by those branches of industry."

And here are the tools with which to do all this.

every week. The evening classes are open to self-supporting women, but the day classes are open to all, and the result has been that the institute has already been almost tested to its fullest capacity.

There are three courses of twelve lessons each in cooking, and they advance regularly from the simplest to the most elaborate dishes. Every pupil is required to



THE MUSEUM.

give evidence of her thorough acquaintance with elementary cooking before advancing to the higher courses. It is a thoroughly practical work. Principles are taught orally, but each pupil applies them practically by working out with her own hands the receipts given to her. Lesson are given in the building and care of the fire. The time-honored plan of female cooking by which proportions are guessed at with skill is disapproved. The pupils are taught how to measure liquids and solids, to boil eggs by actual time and not by conjecture, to boil all sorts of vegetables, to broil and roast meats, to make soups, pastry, and bread.

Along with the peculiar cooking there are lectures upon the chemical and nutritive properties of materials used, and the changes produced by cooking.

The finished pupil cannot only cook after thirty-six lessons, but she should have a good understanding of the properties of various food materials; to know what is wholesome as well as appetizing; to estimate the value of food as to its nutritive properties, and to do the work of cooking intelligently and economically.

The charge for tuition in the day class for cooking is \$3.50 for the first and second courses, and \$5 for the third course. For the evening classes the charges are \$1.50 for the first and second courses, and \$3 for the third course.

The sewing department class opened last February with twenty-four pupils, and since that time the number has constantly increased.

A large room on the south side of the third floor is devoted to this class. All kinds of sewing are taught, from simple overhanding to buttonholes, hem-stitching, feather-stitching, and instruction in machine sewing. The higher branches of cutting and making plain garments from patterns are taught after pupils have learned hand sewing. Then the high art of draughting garments from measure is taught. In this department the pupils must furnish their own materials. The tuition fees for a course of sewing—twenty-four lessons—are \$4 for day classes, and \$2 for evening classes. For dressmaking twelve lessons are required. First, the pupil must get a knowledge of hand and machine sewing, as well as experience in making simple garments from patterns. Afterward, the pupil learns to cut and make dresses from patterns, and finally to draught the patterns from measure. The charges for tuition are, for elementary day classes, \$5; evening classes, \$3. For advanced day classes, the fees are \$10; evening classes \$7. Pupils furnish their own materials.

Classes in millinery have been instructed here since last April. The course comprises twelve lessons, including instruction in covering, facing, and trimming hats and bonnets. The cost of the twelve lessons is \$4 for day classes, and \$3 for evening classes.

The institute also makes provision for classes in art embroidery.

The course consists of twelve lessons. A knowledge of hand sewing is required for entrance, and pupils are advised to complete an elementary course in drawing and color, as indispensable to good work in embroidery. The fees are \$4 for the day class, and \$2 for the evening class.

In hygiene and home nursing, there is a course of twelve lessons. The number of pupils is limited to fifteen in each class. There are lectures, and practical demonstrations on the outlines of anatomy, physiology, and hygiene; immediate aid in emergencies, treatment of wounds, broken bones, sunstroke, poisoning, home nursing, care of the sick-room, administration of food and medicine to the sick.

This course is intended to qualify pupils to act promptly when necessary before the arrival of a physician, and to aid the physician when he does come.

The tuition costs \$4 for the day class, and \$2 for the evening class.

There is a course of twenty lessons in vocal music, for the study of sight-reading, voice and ear training, part singing, and musical.

THE TECHNICAL MUSEUM.

The Technical Museum of the institute is a novel and interesting feature.

The general idea is to exhibit excellent specimens of handicraft in juxtaposition with the materials from which they were made, and to show the processes through which each article must necessarily pass on its way from the crude material to the finished product. There are specimens of beauty, and besides that, they are of utility in training the eye to distinguish the principles of form, design, color, and ornamentation.

Mr. Pratt began to make this collection last year. It is most complete in the department of ceramics. Side by side with specimens of the raw materials, there are samples of earthenware, faience, and porcelain from the great manufactories of the world, ancient and modern. The collection of glass is marvelous, and discloses all known methods of ornamentation. It is shown how glass may be blown, cut, engraved, etched, and enameled in every conceivable form of grace and beauty. There are specimens of Roman, Florentine, and Venetian mosaic work, enamel work of various countries, a set of German medals showing different stages of the process of manufacture, specimens of the medals and their alloys, and examples of beautiful and artistic work done in them, choice bronzes, samples of ores and minerals, fac-similes of the famous gems of the world, and a series of 600 specimens of European rocks, side by side with the same number of American rocks.

A class in short-hand and typewriting was begun last February with thirty-five pupils, and it has been continued since. Experience has shown that it is necessary to require pupils in this branch to pass an examination in spelling and English grammar.

As a whole, the Pratt Institute is the most complete in this country for the combined advantages of mental and physical education.

Many attempts have been made on a smaller scale, or in partial directions, but no one heretofore has attempted so extensive manual and industrial education, or so broad a field of training. The institution is fairly under way.

It has room to grow to be not only a credit to Brooklyn, but also one of the distinctive educational institutions of the United States, and likely to prove a model for others to be erected in the near future for the benefit of coming generations. To insure the faithful carrying out of his ideas, Mr. Pratt has placed his son, F. R. Pratt, in charge of the institute as secretary, and he is in daily attendance there to see that the great educational machine moves smoothly.

CONCERNING A "PSYCHOLOGICAL STUDY."

By Miss E. E. KENTON.

AN OLD ADAGE.

The answer to Miss May Mackintosh's anxious question in the JOURNAL of Dec. 1, must come, I fear in the form of the homely old adage, "You can't make a silk purse out of a sow's ear." But for the excellent use to which Miss M. has put her experiment in laying it in such plain terms before the public, it would be deeply to be regretted that so much noble effort has been wasted on such poor material. With the same expenditure of psychological force, perhaps half a dozen children of ordinary mold, but unfortunate surroundings, might have been saved from the downward path, and firmly started on the upward. Doubtless, even the child with falsehood circulating in her very blood will be better for the endearing kindness that has been lavished on her by persons upon whom she had no natural claim; but she will never be made honest. And what a prodigious effort for so meager a result! Perhaps it would be worth while if there were no way in which a greater amount of good could be evolved from the same amount of energy; but from the thousands of children, whose lives are beginning in doubtful and dangerous places, it is unfortunate that one should be chosen for better chances to whom better chances can make so little difference. It is hard, for those who believe that education can do much, to keep within the limits of that much, and to give to heredity its iron dues. It is getting to be considered foul heresy to hint that there may be such a creature as a natural born thief; and yet, no doctor would hold up his hands in horror of your assertion, if you should whisper in his ear, "Such a person was born with the scrofula!" The fact is, moral disease is much like physical disease; it is a result of the habits of the centuries, and some of it is incurable, as far as the living generation is concerned. Had Miss M's little charge been taken under careful training from her earliest infancy, the chances of correcting her and inheritance would have been stronger. But when, to the habit of her ancestry, was added her own habit, confirmed through five or more years of daily example and practice, it became rather late in the day for her reformation to be other than a hopeless task.

As a "psychological study," that offered us by Miss Mackintosh is a deep one. Perhaps it is foolish for a neophyte to step into print in its treatment; but, on the understanding that this is to be regarded as a discussion by neophytes, I offer my contribution:

1st. Mental action is cerebration, and all of its visible and invisible effects are the effects of cerebration.

2nd. Cerebration is simple or complex. The continuous process of cerebration by which Le Verrier calculated the position of his undiscovered planet, was more complex than the act of cerebration by which an infant first becomes conscious of a ray of light or a sound.

3d. Simple cerebration is the molecular action of a given brain center, on receiving a message through one of the nerves of sense. In other words, it is sensation.

4th. All other mental action is complex cerebration. No concept can be formed without complex cerebration. The various elements of the concept must enter by their separate sense-channels, and be re-united, possibly in some central department of the brain, to which all the sense-centers send their messages, or possibly by some sympathetic vibration among the sense-centers themselves.

5th. Complex acts of cerebration have a tendency to repeat themselves, even when the stimulus is simple. The sound of a clattering hoof brings into being a whole mental horse. A peculiar red brings to mind not only a memorable sunset sky once seen, but the whole White Mountain scene it overspread, and many incidents connected with that scene.

6th. An act or a chain of acts of cerebration, if repeated often enough, becomes a mental habit. Mrs. Micawber's impulses and expressions of wifely devotion were in danger of becoming automatic.

7th. A life-long habit becomes a bequeathal to the next generation. "That boy walks just like his father."

"It is strange how like your thoughts are to your mother's, though she died when you were a baby!"

8th. To summarize: The brain, at birth is a product of its ancestry. It has sense-centers gifted with a higher or lower degree of "latent sensibility," according to past culture. It has also tendencies to certain lines of complex action such as the exercise of the fancy, or the opposing faculty to this, a clinging to accuracy in practical detail, such as the disposition to see the dark side of life, and indulge in gloomy premonitions, etc.

While the weaker "latent sensibilities" may be strengthened by culture, and the stronger weakened by neglect; while a vicious inheritance may be stifled if weak, or weakened if strong, there are tendencies in the new-born soul that are ineradicable. One fatal mistake in education has been to believe these ineradicable vicious inheritances to be more common than they

are. Another less serious mistake, which, though it spoils no souls, causes a sad waste of precious soul-saving energies, is to believe that such hopeless tendencies do not exist.

In conclusion, will the reader kindly change all these presumptuous statements to questions, and thus leave the subject in better shape for further discussion?

SCHOOL OF PEDAGOGY.

UNIVERSITY OF THE CITY OF NEW YORK.

EDUCATION BY LAW.

Introductory.

1. The value of law.
2. The value of an education by law.
3. The number of laws necessary to the government of a community, is a test of the grade of virtue in that community.

Draco. B. C. 621. (Date of codification.)

1. Not a law-maker. What he did.
2. Why a crisis arose.
3. Why are severe laws ever called for?
4. What are primarily the causes of debt?
5. The failure of his laws were caused by what?

Solon. B. C. 594. (Date of his chief magistracy.)

1. Why the people believed in him.
2. His maxim.
3. A few of his enactments.
4. His classification of the people. Why wise?
5. Two legislative assemblies. Why was this wise?
6. His educational wisdom.
7. His opinion of woman.
8. How his laws have influenced us.
9. What are the "Twelve Tables of Rome"?
10. What is the "Justinian Code"?

Lycurgus. B. C. 384.

1. Object of his laws. How different from Solon's?
2. The Dorian race. (Topic.)
3. Why a socialist. What is a socialist?
4. His division of land and property.
5. His money; why given? What is money?
6. The manner in which trades were practiced.
7. (Topics)—Protective tariff—Public eating—No hospitals, why?—Marriage—Companions—Training of the woman.
8. Object of Spartan education.
9. Spartan educational system.
10. Educational forces.
11. Punishment. Complaints.
12. What was repressed?
13. How young men were trained in the art of government.
14. The law in regard to theft.
15. The value placed upon reading and writing. Why?
16. Vocal music. Instrumental music.
17. The end and aim of Spartan education. What it produced.
18. In what respects it was good; in what bad?

QUESTIONS FOR THIS WEEK.

1. Does the study of many languages help or hinder the formation of pure and effective speech?
2. How do we know what is right?

QUESTIONS FOR NEXT WEEK.

1. Are the evidences of our senses infallible?
2. Is conscience created by education?

BOOKS.

- School History of Greece. By Geo. Cox.
Old Tales Retold from Grecian Mythology. By Augusta Larned.
Stories from Homer. By Alfred Church.
The Age of Fable. By Thomas Bulfinch.
Young Folk's History of Greece. By Charlotte M. Yonge.
Ancient Greece. From the Earliest Times Down to 140 B. C. By R. F. Pennell.
Smith's History of Greece.
Social Life in Greece. By Rev. J. P. Mahaffy.

ENGLISH IS GOOD ENOUGH.

REV. JESSE H. JONES has said some good things about the study of English. It is an encouraging fact that it is no longer discreditable for an educated man not to know Latin and Greek.

Those who believe in the study of foreign tongues, but especially of the Greek and Latin classics, believe that the Greeks were the most cultured people the world has ever yet known; that upon them the divine gift of art was pre-eminently bestowed, and that they are the models of culture, and their ways are the models for the acquisition of culture for all time. We have no mind to differ from them in this judgment. We, too, delight in the Greeks as pre-eminently the art people of the world, and in their ways of acquiring culture as the models for all coming time and what we are asking for, is the same as to ask that their ways shall be followed here. Did they study some foreign language, as the Egyptian, the Assyrian, or what not? Not by any means. They studied only their own tongue, and filled themselves with the products of their own geniuses, who had written in their own language.

A TEACHER two weeks ago locked three boys in a school-room and left them there. He claims that the janitor was told to release them at 4:30. They were forgotten until 10 o'clock, when one of the boys' fathers let them out. The janitor says that, in trying to pick the lock, the boys injured it so that he could not open the door. These are the various stories told. Who is right, no one can tell, but certainly there is more than a door-screw loose somewhere, when a teacher has to lock boys up in order to keep them in order.

THINGS OF TO-DAY.

A phonograph was successfully used in a London law court to reproduce a letter and other papers. [Upon what principle is the phonograph constructed? What else has Mr. Edison invented? Describe the telephone.]

The British government will not abandon Suakim. [Where is this place located? Why is it desirable to hold it? Tell what you know about Stanley and Emin Bey.]

Between the walls and the back of the shelving of the library in the New York city hall was found an engrossed copy of the Declaration of Independence, signed by Charles Carroll, of Carrollton. [Who was the author of the Declaration of Independence? Under what circumstances was it prepared? What do you know of Charles Carroll?]

Canada suffered from a severe blizzard. [What is a blizzard? What parts of North America are most subject to such storms? How is climate influenced by latitude, elevation, etc.?

A bill has been introduced into Congress to prevent bribery at elections. [Why is it necessary to preserve the purity of elections? How should all patriotic citizens feel on this subject?]

It is reported that Cape Haytian has been bombarded. [What do you know about the recent troubles on the island? Explain the part the United States played in it.]

Many Congressmen think "civil service reform" is a humbug. [Tell what is meant by civil service reform. What do you know about the system of competitive examinations for government positions? What do you think of the idea of politicians that offices should be given as a reward for party service?]

FACT AND RUMOR.

Mr. Jarvis says he does not intend to return to Brazil, to which empire he is accredited as minister. [What are the duties of a minister to a foreign country? Who is the present ruler of Brazil? How was slavery recently abolished in that empire? What is the climate of Brazil and what are its productions?]

Professor Atwater, who is at the head of the agricultural bureau, is a skilled agricultural chemist, and is said to have established the first agricultural experimental station in this country. [For what purpose were agricultural experimental stations established? Why is it good policy for the government to encourage agriculture?]

The decoration of the Royal Red Cross has been conferred upon Miss Sibyl Alrey for nursing services during the Egyptian campaigns of 1882 and 1884. [What are decorations? Mention some of the famous nurses of our Civil War.]

Low Wallace and James Whitcomb Riley were the native authors principally read in the 9,000 public schools of Indiana when the birthday of the state was commemorated the other day. [How long has Indiana been in the Union? Of what territory was it formerly a part? Name the Indianians who have been elected President.]

A war veteran who had rheumatism 20 years received great benefit from Hood's Sarsaparilla.

EDUCATIONAL NOTES.

CONNECTICUT.

The semi-annual meeting of the council of education held at New Haven December 8 was very successful both in attendance and interest. The papers by Principal Jos. A. Graves, of Hartford, and Superintendent S. T. Dutton, of New Haven, on respectively, geography, and manual training, were suggestive and practical, receiving universal approval. Prof. Keep, of the Norwich Academy, was one of those who discussed the latter paper, giving his observations of European schools. Mr. Dutton advocated the introduction of the manual system into high schools, giving it half the school time in a boy's course. He favored the Lloyd system practiced in Norway as well adapted to furnishing preliminary work in this line for younger pupils. During the presidency of Mr. John G. Lewis nearly forty new members have been received into the council. At the semi-annual dinner President Dwight, of Yale University, made a characteristic speech, abounding in pleasanties, and assuring the council of the cordial feeling entertained by the university toward the schools in the state. Officers were elected for the ensuing year: President, J. A. Graves, of Hartford; vice-president, H. M. Harrington, of Bridgeport; Secretary, W. B. Ferguson, of Middletown.

IOWA.

A union teachers' association was held at Riceville December 15. Several interesting papers were read, and all the "live teachers" were there.

MONTANA.

The Territorial Teachers' Association was held at Butte, on Dec. 26, 27, 28 and 29. President, W. W. Wyhe, Bozeman.

The following are some of the prominent features of the program:

"Class Drill in History," Laura Horst, Butte; "The Schoolmaster is Abroad," Belle Merrill, Butte; "Relation of Mathematics to Science," Flora Harpham, Butte; "Teaching, a Means of Self-Culture," Mary Houston, Bozeman; "The Art of Questioning," Prof. J. H. Meyers, Deer Lodge; "Shall we Teach Literature?" J. L. Niday, Townsend; "Language Work," Mary Gilebreath, Fort Benton; "History," C. W. Danks, Fort Benton; "School Law," J. Wey Merrill, Butte; Lecture, Judge Knowles; "Fallacies," Mrs. N. D. Hoss, Deer Lodge.

MISSOURI.

The steam-heating apparatus in the Blair school, St. Louis, got out of order recently, and the rattling in the coils, coupled with escaping steam, alarmed the children, who, fearing an explosion, started for the door. Miss Bettina Krebs, the teacher in charge, got to the door first, and prevented a stampede. Scarcely had order been restored, however, when the boiler in the steam-pipes

was repeated with increased violence, and before Miss Krebs could reach the door a second time, the terror-stricken children had gained the hall. The faithful teacher was borne to the floor and trampled upon, sustaining serious injuries. The panic spread to other rooms, and, to make matters worse, the cry of fire was raised. Two teachers, Misses Miller and Krebs, were badly injured. Seven pupils were also hurt.

The twelfth annual session of the North-east Missouri Teachers' Association was held Dec. 26, 27, and 28, 1888, at Mexico, J. I. Nelson, President, Kirksville.

DECEMBER 26.

"Education and Citizenship," W. O. Gray, Louisiana, Mo.

DECEMBER 27.

"The Leadership of the Teacher," L. E. Wolfe, Moberly, Mo. Discussion, Pres. J. P. Blanton, Kirksville; Discussion, S. A. Howard, New London; Discussion by the association; Recess and enrollment of members; "Condition and Needs of our School System," State Supt. W. E. Coleman, Jefferson City; Discussion, A. E. Wardner, Macon; Discussion by the association; Appointment of committees and miscellaneous business.

Opening exercises. "The Aim and the End," T. H. Austin, Duluth, Minn.; Discussion, J. G. Settle, Perry; Discussion, G. Y. Reeds, Troy; Discussion by the association; Recess and enrollment of members; "How to Interest children in the Study of Natural History," R. R. Rowley, Curryville; Discussion, Pres. J. S. Kendall, Glasgow; Discussion by the association.

"Illustrated Lecture on Physical Science," Prof. M. J. Thompson, Columbia.

DECEMBER 28.

"Music in the Public Schools with Chart Illustrations," Miss Miriam B. Davis, Macon; Discussion, Wm. F. Dann, Kirksville; Discussion, D. T. Gentry, Kirksville; Discussion by the association; "Discipline," L. F. Hall, Montgomery City; Discussion, J. K. Pool, Centralia; Discussion by the association; Recess and enrollment of members; "Is Teaching a Learned Profession?" R. B. D. Simonson, Louisiana; Discussion, by Pres. H. M. Myers, St. Charles College; Discussion by association.

"The Training School," J. T. Muir, Kirksville; Discussion by Prof. Strother, Perry; Discussion by E. W. Dow, Pres. Bowling Green College; Discussion by the association; "Historical Map Drawing," H. C. Penn, Columbia; Discussion, J. H. Brown, Columbia; Reports of Committees.

MINNESOTA.

Mr. C. W. G. Hyde, of the St. Cloud State Normal School, issued the program for the twelfth annual convention of the Minnesota Educational Association, of which he is president. The convention met Dec. 26, 27 and 28, at St. Paul in connection with the county superintendents' convention. The regular program included papers by Pres. Searing, of the Mankato school; the Hon. W. S. Pattee, dean of the University Law School; W. A. Shoemaker of the St. Cloud Normal School; J. H. Lewis, superintendent of schools, Hastings; C. H. Congdon, superintendent of music in St. Paul schools; W. W. Pendergast, principal of the state school of agriculture, and others, while State Superintendent Kieble, T. J. McCleary, of Mankato, and Pres. Shepard, of Winona, took part in the discussions.

NEW YORK.

Among the exercises of the teachers' institute recently held at Avon Springs, was "Word Analysis," presented by the conductor, Prof. I. H. Stout. His theory was that with proper instruction in word analysis, a pupil would be able to as readily define a word he had never seen, as to pronounce it, and that it could be taught in connection with reading, and not as a separate subject. Miss Chicester, of the faculty of the Geneseo normal school, gave very interesting lessons in drawing, and we understand that after January 1 candidates for a license will be required to take an examination in it.

Miss Jennie E. Coe, teacher in the Geneseo normal, gave several interesting exercises in geography, and proved that the synthetic method was the natural one for all but advanced classes. Commissioner Kneeland, and all who had the management of the institute, are to be congratulated on its success.

The Otsego County Teachers' Institute was held at Cooperstown on Dec. 17, 18, 19, 20, and 21. The instructors were Prof. I. H. Stout, Dr. James H. Milne, and Miss Mary A. Lathrop.

The teachers' institute of the second district, Saratoga county, was held in the high school building, Saratoga Springs, N. Y., December 17-21, 1888, Prof. C. T. Barnes, conductor; Dr. Wm. J. Milne, associate.

NEW JERSEY.

The Union County Principals' Association, the only organization of its kind in the state, outside of the cities, was organized a year ago and has held monthly meetings since, nearly all of which have been both interesting and profitable. The plan is to select, at each meeting, topics for the succeeding meeting and then to discuss those topics informally. At its last meeting in Rahway, the old officers were re-elected. Believing that similar organizations in all the counties of the state would be a source of great local benefit, as well as a power for educational good in the state, a resolution was adopted, directing the officers, as a committee, to address a letter to the several county superintendents, requesting them to consider the advisability of forming similar associations in their counties.

PROGRESS.

ONTARIO.

The Hon. G. W. Ross, minister of education, has received the honorary degree of LL.D. from the University of St. Andrews, Scotland.

The next examination for admission to high schools and collegiate institutes will be held Dec. 19, 20, and 21. This examination embraces reading, literature, penmanship, arithmetic, drawing, composition, dictation, grammar, geography, and history. At the July examination, 1889, there will be added a paper on agriculture. Since these examinations were established in 1871, they have been of untold benefit to the public schools. About 10,000 candidates present themselves each half year at some forty-five or fifty examination centers. The questions are prepared by the education department; the answers are read and valued by the county inspectors, assisted by the headmasters of high schools and others.

The recent assessment census of Toronto shows a population of 150,000. The city has an excellent outfit of public schools, but, strange to say, it has never been adequately supplied with high schools. In fact, it has only one; but steps are being taken to build another for the western half of the city.

Several high school boards are taking steps to secure concerted opposition to the demands made upon them by the department for expensive alterations in the science rooms. The department is making efforts to have chemistry, botany, and physics taught practically, as well as by lectures and experiments from the science masters. An effort is also being made to secure systematic physical training in the gymnasium. The question of ways and means is the only obstacle to the plans of the department.

Seaforth.

C. CLARKSON.

OREGON.

Hon. E. B. McElroy is superintendent of instruction. The State University is located at Eugene City, J. W. Johnston, president. The Agricultural College is at Corvallis, B. L. Arnold, president. The state gives no financial support to normal schools, but there are three whose graduates are granted state certificates without an examination. The largest of these is at Monmouth, which has 150 students, under Pres. D. T. Stanley.

Teachers employed in public schools during the year 1887 numbered 2,089. The average salary paid male teachers was \$45.78 female, \$34.79.

Portland has the best schools in the state. Miss Ella Sabin is superintendent of city schools.

Cedar Falls.

W. N. HULL.

PENNSYLVANIA.

Geo. C. Young, of Kutztown State Normal School, Pa., has been a popular music conductor in the institutes of Pennsylvania during the institute season just closed. The last one at which he furnished the music during 1888 was at Muncy for the institute commencing Dec. 17.

M. W. P.

Prof. Chapin, a graduate student of John Hopkins University, has entered upon his work in the chair of natural science in the Bloomsburg State Normal School. He succeeds Prof. Perce. Already his practical laboratory work in chemistry, and the work in zoology from the real live specimens in hand, have created among the students a desire and a zest for the work that was never before known here.

A.

The Wilkes Barre Business College is doing good work under Prof. W. J. Lolley. Supt. A. G. C. Smith prepared a good program for the Delaware County Institute. The success of the past summer's School of Methods is encouraging for the next meeting, but it has not been decided where the school will be held.

Nanticoke.

WILL S. MONROE.

The Perry County Teachers' Institute, held at New Bloomfield on Dec. 3-7, was one of the most successful ever held in that county. Sarah W. Williamson, of Philadelphia, has given several million dollars to found and endow an industrial school. The twenty-fifth annual session of the Clearfield County Institute convened at Clearfield, Dec. 17. The program was an interesting one, and Clearfield county is to be congratulated on having such an earnest worker as Supt. Matt. Savage.

Academia.

J. J. H. HAMILTON.

The managers of the Institute for Colored Youth, of Philadelphia, will in a short time establish a trade-school for colored boys, in connection with the institute. They have secured the large building No. 917 Bainbridge street for the purpose. There are now 300 colored children being taught in the institute.

VERMONT.

Uniform county text books come in with the new school law. The Brattleboro high school is publishing a very creditable paper.

By a recent state request, the Vermont University gets \$20,000 per year for four years, and Middlebury College \$2,400 for one year.

Only one student at the State Agricultural College now.

The new school law is causing great agitation all over the state. Well, gentlemen, perhaps you have taken a great step forward, but it doesn't look so yet. Raise the standard of requirements in your teachers, and you can raise the standard of your schools without resorting to the machinery of a law comprising over 300 sections.

We note a larger number of college students and college graduates in our common schools this winter than usual. This means better advantages for the boys and girls who have not the means to attend the high school or academy.

Our normal schools have graduated nearly 2,000 pupils since their founding, beside a large number who never graduated, yet have enjoyed the benefit of a few terms' training. Is it just to abolish a system productive of so much good to our state and others?

Black River Academy has 119 pupils this winter—not quite up to the average.

Perkinsville.

B. H. ALLBEE.

WISCONSIN.

Mr. Sigmund Kundiger has been appointed teacher of Latin and Greek at the Milwaukee high school.

The next state legislature ought to devise an adequate system of supervision for the rapidly increasing number of high schools. There are now about 150 such institutions in the state.

The Wisconsin Teachers' Association, which met at Madison, Dec. 26, carried out the following program: "The Practical in Education," Dr. R. A. Hinsdale, Ann Arbor, Mich.; "The Relation of District Schools to High Schools," W. J. Hoskins; "Preparation for the English Course in the University," Prof. Wm. F. Allen; "Elimination of Unprofitable Work from the Course of Study," Dr. J. W. Stearns, Chairman; "The Program of the German Schools," Supt. C. F. Viehman; "The Program of the French Schools," Supt. I. N. Mitchell; "The Importance of Libraries in Rural Schools," Hon. J. B. Thayer, state superintendent; "Anarchy or Socialism," Rev. H. D. Maxson; "The Forces Available for the Development and Propagation of a Better Educational Development," S. Y. Gillan, chairman; "Raising the Standard of the Rural Schools," Prof. F. K. King; "Legal School Age," President J. J. Mapel. Report on "Summer School of Science."

B. A. BELDA.

St. Francis.

NEW YORK CITY.

The public schools all over the city were closed with Christmas exercises last week Friday. Some of the most interesting of these exercises were held at grammar school No. 7, in Chrystie street, near Hester, one of the oldest schools in New York. The rooms of the female department of the school were decorated, and the teachers from all parts of the big building gathered to take leave of the principal, Miss Sarah A. Bunker. Miss Bunker is the oldest teacher in service in the city, and it is believed that she has been engaged as a teacher longer than almost any other in the country. She was appointed a monitor, or teacher, in 1831, in this school, and has ever since been actively engaged in her work, rarely missing a day from sickness or other cause. Last November she completed her seventieth year, and the fifth-seventh of her teaching, and her health continues good, but she determined to retire from work with this year.

For thirty years she has lived at Riverside, coming to the city every day, and in the winter when the mornings were dark she was obliged to take a lantern with her from the house to the station. Many of the teachers and pupils of the school, who were greatly attached to Miss Bunker, presented her with memorials, and school trustees Carroll, Baltes, Spenser, and Bellows were among those who called to bid her good-bye. The Christie street school stood in the midst of a little village of cottages when she began to teach there, fifty-seven years ago. Now it covers a large portion of the block, and the cottages have grown into tenement houses which crowd close upon the school building on all sides, leaving no room for yards or breathing spaces. In the same building, J. Frank Wright, principal of the boys' department, is the oldest of the male teachers of the city, having taught for more than forty years.

In grammar school No. 3, at Grove and Hudson streets, the 800 boys of Principal Sutherland's department made that portion of the Ninth ward resound with their yearly "Christmas Racket." The exercises consisted of declamations and singing by the pupils. All the members of the graduating class wore the class colors of blue and green.

We are sorry our limited space will not permit us to speak at length concerning the closing exercises of many of our city public schools.

Steinway Hall was filled on a recent afternoon at the reception of the New York Teachers' Association, and the large audience expressed its approval of the entertainment by frequent applause. Those who took part in it were Mme. Helen Norman, lately a member of Thomas's Oratorio Company; Miss Carrie Louise Ray, elocutionist; Signorina Emilia De Rosa, violinist; Signorina Lucia De Rosa, pianist; and C. T. Steele, humorist. Miss Ray was a general favorite, and was recalled three times. Her rendering of a pathetic story called "Baby's Dress" was especially good, while a humorous piece from James Whitcomb Riley, and another called "The Banquet of the Birds," were heartily enjoyed. Mme. Norman and the Signorinas De Rosa were also received with favor. The association intends to erect a teachers' library building as soon as the necessary money is raised, and led by their president, Elijah A. Howland, the members are making an effort to enlarge the association and extend its work.

The annual reception at the Museum of Art last week was an event of no little significance in the annals of that institution. There were the best of reasons why the trustees should congratulate themselves and be congratulated by others on the opening of the new building. The museum now enters on a new era with excellent opportunities for enlarged usefulness. It is noteworthy that Mayor Hewitt, in his brief remarks, made a plea in favor of keeping the collections open to the public on seven days of the week.

The board of education held the final meeting of the year Wednesday, and disposed of all the business which had accumulated for its consideration. A report of the committee on evening schools, asking that the board of estimate be requested to appropriate \$10,460 for increasing the salaries of teachers and janitors in the evening schools, was approved. A report amending the by-laws to make the minimum salary of teachers after fourteen years' service, \$750, was debated by the board. It was said that many teachers, especially from the primary schools, have taught for fourteen years or more and receive less than \$600 salary. It was moved by Commissioner Webb that the report be deferred until the report of the special committee having charge of this and other school reforms be presented. This action was taken after further discussion. Jacob Schmitt was appointed truancy agent by the board, and resolutions were presented by Mr. Devoe, expressing the regret of the body at the retirement of those commissioners whose terms expire with the present year.

The mayor Wednesday administered the oath of office to Mrs. Sarah H. Powell, Dr. Edward H. Pease and Frederick Kuhne, the new commissioners of education.

BROOKLYN.

According to the report of Joseph C. Hendrix, president of the Brooklyn board of education, to Mayor Chapin, the largest item of increase in the annual expenditures was that for teachers' salaries, and the largest decrease was in the appropriation for new school-houses. The teachers got \$973,485.08. The total expenditure for the first eleven months of the year was \$2,175,247. There has been a marked increase during the year in the seating capacity, but many children were excluded from the schools through lack of room.

Mr. Hendrix speaks particularly of the efforts made during the year for the proper ventilation of the schools. At present each primary pupil is allowed twelve square feet of floor space, and 200 cubic feet of air space; each grammar pupil below the fifth grade receives fourteen square feet of floor space and 225 cubic feet of air space, and each grammar pupil above the fifth grade fourteen square feet of floor space, and 250 cubic feet of air space.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1899: 3 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

LETTERS.

252. HELP FOR A TEACHER.—I wish to improve as a teacher, and come to you for help. I am now teaching my third school. I graduated from — Academy at the head of my class. I passed good examinations and have a first class certificate. I can teach algebra, geometry, Latin, rhetoric, physical geography, chemistry, natural philosophy. Somehow, I am not succeeding very well in teaching or government. My wages are low, \$40. per month, and yet my patrons do not ask me to stay. Somehow I do not get hold of my pupils; they do not like to come to school, and seem to hate to get their lessons. Will you please advise me?
P. M. L.

[Your letter has interested us very much, and we have printed a portion of it, though you have not expected it. It seems to us so important that an answer will be found at some other time. —EDITORS.]

253. COLORED TEACHERS.—In the JOURNAL of Oct. 27, I note with pleasure the efforts put forth by the colored teachers in the colored public school at Fort Worth, Texas. So little is ever said of the work done by the colored teachers that one almost forgets them. Our colored schools (and I shall confine my remarks to them) are not so well supplied with apparatus as the white schools are, and neither have much to boast of in that respect. Colored teachers labor under severe and depressing difficulties; indeed I know of no class of teachers who need more aid and encouragement than they do. The great majority of them have not been able to receive the training that fits one for the life of a teacher; we therefore find large numbers engaged in the work for the dollars and cents. Teaching, to them, does not mean any more than the ability to ask questions and assign lessons. They have no love for the work, and no method to follow in the accomplishment of it. There is a fixed form that they use automatically, because it was that after which they were instructed. There is no study of methods, no selections of the best; nothing but the monotonous routine of the ordinary school.

Again the fault is not altogether in the teacher. The home training of the colored child is not often the best. Their associations are not always the most favorable. Colored people often do not take that pains with their children that white people do. The colored parent is inclined to be negligent, and unconcerned, the child often using his own discretion, attending school when he feels like it, and staying at home when he wants to. I have had children in my school, who have slipped away to come to school when they thought they were likely to be kept at home by their parents.

To return to the teachers, I would say that their success will depend largely upon themselves. If I were asked why I taught, my answer, given without hesitation and spoken sincerely, is—I teach because I love to teach, I love to teach because each day I teach I learn how to teach better; I understand better the nature and disposition of those I teach, and am more able to guide and direct them properly. With all my love for teaching, I do not feel that I would attain to any success unless I was willing to, and did, study the methods of teaching. However, our colored teachers are awaking to the fact that to get satisfactory results from their labor, they must equip themselves, and although not much is heard of them as yet, they are gradually and silently falling into the ranks of the world's most useful set of people—the real teachers.
Ellicott City, Md. CHAS. L. MOORE.

254. WONDERFUL MEMORY SYSTEMS.—I was surprised to see in a former number a notice, which many will construe as an endorsement of a memory system. If you had spoken from personal examination, I would have nothing to say. Perhaps I am too suspicious. But I remember my own experience with the "marvelous memory fraud;" I say fraud, for such I honestly believe it to be. Yet has it not the very strongest testimonials? Besides, in the system you mention, one device was plainly indicated in the public lecture. I suspect it is the main device. A long list of words apparently disconnected were learned quite quickly by directing the attention to certain discoverable relations existing between them. Nothing very new there, certainly. It has been used upon occasion ever since people first began to learn "by heart." But develop this principle into a system, and you are simply crushed under the weight of the "carrying machinery." I believe this principle is the basis of all the memory systems:—take a few old and well understood principles; skill of the highest order to disguise the fact that they are old and well understood; "gall" enough outrageously to overestimate their importance, and to foist the whole thing upon the public as a personal discovery. This, I think, is the way memory systems are made.

I have just seen the prospectus of another memory quack. As compared with the quack of quacks, this quack's "toot" is in a minor key. But it is quack toot, all the same. He thinks "there should be honor among thieves," evidently, for he deprecates all intemperate abuse of memories. Besides, he takes no bond for secrecy; he takes only a pledge of honor.

This "don't-tell-anyone" pledge is the cutest feature in

these systems, I think. Before I knew as much about the subject as I do now, I supposed the object was to prevent the betrayal of a valuable secret; I think now, the object is to prevent exposure of the utter worthlessness of the system. The one inexplicable feature is, how are the testimonials of distinguished men obtained?

But even great men may make mistakes, may be duped sometimes. When a "double extra" great man who, from the special direction of his life study, might well be supposed to know all about human heads (both shell and kernel) is forced to own to ignorance of the fact that human heads increase in size after the age of 7—well, such a man might be mistaken concerning the value of a memory system—so, I hope you will not endorse any system without a personal examination.
J. A. M.

255. WEEKLY TALKS.—It is well known that children like to go to the bottom of things, and then begin and build up I would suggest the following plan for turning this liking to practical account. Any teacher can give a weekly "talk" on some subject—history, grammar, geography, reading, including some account of literature and physiology. All these will furnish material for a good many talks.

"How would I conduct the exercise?" I should set apart one evening in each week for that purpose and let it take the place of a lyceum. I should myself give a "talk" half or three-quarters of an hour long. I should assign some special branch to the older pupils to look up; then I should give clippings from newspapers, or anything that came in my way to the younger ones to read. I would invite the parents to listen to these "talks." You have no idea of the influence you could exert. But it requires work.
B. H. ALLBEE.

Perkinsville, Vt.

256. WATERFALLS, CASCADES, AND CATARACTS. (Ans. to Ques. 72.)—Webster gives no definition that there is a difference. For my own convenience I make this distinction. A waterfall may be a cataract or cascade, but I always apply that meaning to an artificial waterfall, as the mill-dam. A cascade is a small cataract such as can be found in any mountain brook; a cataract is a large fall like Niagara. The French also use the word "cascade" to signify a water jet, or what we would call a fountain.
B. H. A.

257. INDUSTRIES IN CALIFORNIA. (Ans. to Ques. 69.)—Value of agricultural products, \$47,767,437; of gold and silver alone, \$736,000,806.36; besides these are extensive copper and quicksilver deposits; the quicksilver yields about 1,000,000 pounds per annum. Platinum has also been found in paying quantities. Value of stock, \$59,759,603. Of manufacturers I can find no record.
B. H. ALLBEE.

QUESTIONS.

150. TELLING TALES.—Ought a teacher to punish a pupil when his misdeed has been first brought to her notice by other pupils? Or, would it be better not to allow pupils to tell such things, and punish them only for just what was seen or heard by the teacher? In the former case, does not punishing the offender encourage pupils to tell tales? In the latter, would it be just to allow a pupil to go unpunished for some offense, because she did not happen to see or hear it, and another to be punished unjustly? What would Queen Victoria's name be, if she were an untitled lady, and called Mrs.?
C. A. S.

151. THE WORD SYSTEM.—I would like to know more about using the word system. Would you combine the phonic method with it, and how?
A. E. D.

152. READING.—When should printed letters and when should script be learned?
A. E. D.

153. REVIEWS IN HISTORY.—Give some suggestions as to the best method to pursue with a class of large girls who are reviewing history.
L. W.

154. A QUESTION IN GRAMMAR.—Is the expression, "You was," ever correct?
L. W.

155. INTEREST AMONG THE LITTLE ONES.—How can I arouse interest in the school in my youngest scholars?
A. M. B.

156. FRIDAY AFTERNOONS.—What exercises can I have each Friday, instead of the usual spelling lesson?
A. M. B.

157. STATE EXAMINATIONS.—What is the nature of the "state certificate," which will exempt one from "Uniform Examinations." Where are the examinations held, and what branches do they include?
E. S.

158. SUBJECTS FOR DEBATE.—Please give in the JOURNAL a list of queries suitable for boys' debating societies, with references to sources of information.
ACADEME.

159. PUNISHMENTS.—How may punishments be adapted to offenses?
R. S.

160. CARD-PLAYING.—Would you allow card-playing during intermissions? If not, what reason would you give for prohibiting it?
R. S.

161. HOW TO MANAGE WITHOUT TEXT-BOOKS.—In my chart class are children from six to eleven years old. Many of them know the lessons on the chart by heart. I sent notes to their parents at the beginning of the term, asking them to get first readers for their children. They want them to study the spelling-book. I can't conscientiously teach them this. I use the pictures and stories given in the INSTITUTE, to teach them language, writing, reading, and spelling combined; besides I give them an oral arithmetic lesson once a day, and we also spell in the old-fashioned way. What else can I do? My school is small, and I have plenty of time.
A. B. C.

What Are Your Pupils Reading?

Get them to read good books by starting a school library. Many states assign district schools to procure one. A single entertainment will give you a good start. We keep only the best—1000 of them carefully selected, classified, graded, etc. Printed list (64 pp.) free; books in stock to examine. E. L. KELLOGG & Co., 25 Clinton Place, New York.

BOOK DEPARTMENT.

NEW BOOKS.

HARPER'S FIRST READER, 144 pp. SECOND READER, 208 pp. THIRD READER, 316 pp. FOURTH READER, 430 pp. New York: Harper & Brothers.

Whatever changes may take place in school curricula, the teaching of language will always stand first. One needs language to think with, and advances in thought only as fast as he does in language. A teacher is measured by his teaching of language. How he teaches language indicates the kind of a teacher he is. A good teacher gives much study to his methods of teaching language, for he is thus furnishing materials for thought and training the pupils in thinking. A series of readers aims at these two things, and as the problem is comprehended become weak or powerful means in the hands of the teacher. To devise reading books that shall be perfect instruments of instruction and discipline is by no means impossible. Every advance in knowledge of the being to be educated finds a reflection in the text-book. And it is one of the cheering signs of the times that a fresh attempt is made to add to the advancements hitherto attained. In the First Reader of this series, the vocabulary is a very simple one; and yet the number of sentences formed is very large. These sentences are in the form in which children put them; they are what a child would think. The subjects have a living interest, and there is brightness and airiness in the treatment of them. The illustrations are simple and not complex; there are many opportunities for much busy work.

A Second Reader is always the difficult book of a series to make; that is, in reference to thought-getting. In this series there is evidently an underlying plan, and this becomes quite apparent in the second book. The main object, that of teaching to read, is kept prominently in view. The subjects presented are such as can come within the child's thought-world, and the expression is in a natural and comprehensible form. Both we deem most important. There is scarcely a theme that has not a living interest to the child at the outset, or that may not be made to have by a skillful teacher. The "new words" at the close of each piece may be readily memorized, and thus an enlarged vocabulary obtained. Another feature, that may have a great value, is the vocabulary beginning on page 202; it will furnish spelling lessons of a proper kind.

In the Third Reader of a series the themes, the subjects read about, begin to assume a larger importance. Two thirds of all the children of this country do not get beyond the Third Reader, hence the importance of the first three books of a series. The subjects presented in these ninety-seven lessons have a well-devised relevancy to the mental development of pupils who will use the book. They show that a skillful teacher has planned them, selecting those that contain a living interest, and furnishing themes for conversation and study. The dictionary of words used will be found to have great educational value; it may have innumerable uses in the hands of a good teacher.

The Fourth Reader continues the plan of the Third Reader, but adapts it to pupils of more intellectual force. It is very interesting to note the steady introduction of history, science, literature, travels, adventure, as well as of thought-pieces. There is profound skill required in selection, and we think the editor is justly entitled to praise. The notes in the last twenty pages are invaluable; they are full of suggestions to the teacher who is alive to the situation.

There are excellent features common to all the books: the marked attention to the spelling and pronunciation of words; the suggestions to teachers; the pure and elevated atmosphere; the very artistic illustrations (lessening in number, as they should, as the series advances); the firm, clean, paper; the strong and durable bindings. We predict the lasting popularity of this series, because it is built on sound educational principles.

It has been frequently remarked in these pages, that the later text-books demand teachers of higher skill; they force teachers to study the human mind and its acts, in its efforts to know. These books will contribute their share, we are certain, to educational advancement.

THE CHEZZLES. By Lucy Gibbons Morse. Boston: Houghton, Mifflin & Co. \$1.50.

This book, though written for children, can be read with interest by the older people also. It is the story of a family where the mother goes to France and sends the Chezzle boys, Challey and Bob, for the summer down on Cape Cod, to an old sea captain; the house in Boston is rented and Mr. Chezzle keeps one room for himself. On these three threads of the severed household hang some very entertaining chapters, told in a natural and charming manner. The mystery surrounding the dying parent in Paris, the struggles of the little French girl over her English, the sea-side fun of the amusing Challey and Bob, and Mr. Chezzle's experiences in his home—these are all unique enough to mark the book as an unusually good production. For just what age of children to class the Chezzles it would be difficult to say. It is an essentially family book, and will be enjoyed by all.

HALF-HOLIDAYS. By Harold Van Santvoord. New York: John B. Alden. 75 cents.

One reads this collection of short and bright essays with a feeling that they were written with more than the ordinary delight of an author. They are spontaneous recitals of an imaginative mind's observations and dreams. Ghosts, Games, Wooden Legs, Human Faces, Life's Harmonies, Enthusiasm, The Art of Pleasing, Real and Feigned Sorrow, Music and Madness, Whistling, Bonnets, Handwriting, and Character, are among the forty-eight topics that have furnished inspiration for this volume. It occurs to us as we read "Half-Holidays" that it would be a suggestive companion for persons—notably the younger generation—who find it hard to converse, growing up to realize that it is necessary to say something, but at a loss what to talk about.

CHANGING PLACES. By Miss C. M. Trowbridge. New York: American Tract Society.

As this book will find its way into the Sunday-school libraries, it will probably reach just such readers as the characters the writer describes. To boys who, like the hero, are surrounded with everything discouraging, it will be a sort of opening ahead to read of a not impossible boy who climbed out of the hard places into a respected and honorable manhood. It is a plain story with temperance and Christianity taught on every page.

THE STORY OF HOLLAND. By James E. Thorold Rogers. New York: G. P. Putnam's Sons. \$1.50.

In the admirable History of the Nations now being published by the Putnams, the "Story of Holland" claims a place of interest. Insignificant in size as that country seems to us now, it once held a position of grave importance. It is entitled to high consideration if only on account of its brave stand against opposing European forces, resisting with almost unaccountable heroism the assaults and demands of the Spanish king until liberty, both civil and religious, was established. Besides this, Holland has taught contemporary nations the meaning of progressive agriculture, it has led in navigation and discovery, and was the founder of intelligent commerce. Holland can also claim distinction as being at one time the university of the civilized world, the center of European trade, the admiration, envy, and example of nations. Such material has roused the enthusiasm of the historian to such a degree that the reader cannot choose but be in rapport with him. The book is exceedingly interesting, from the preface to the last chapter. It deals with the real life of the Dutch people, their motives, their place in history, and their growth into freedom. Written by an Englishman it is remarkable to note his sympathy with the people he writes about. The illustrations and maps help, of course, to entertain the reader, and the strong, clear type, and heavy paper add materially to his comfort.

LECTURES ON PEDAGOGY. Theoretical and Practical. By Gabriel Compayre. Translated by W. H. Payne, A. M. Boston: D. C. Heath & Co. \$2.00.

The teacher who has no educational creed has no social substructure on which his intellect may rest. This truth has gradually forced itself upon the public mind, and the teacher feels in the very atmosphere as it were, the demand that he should study the science and art of teaching. For fourteen years the JOURNAL has urged the teachers to get above "parsing," to take up teaching, to study it, and to magnify it. These counsels have begun to have a wide influence, and books on teaching are being sought for. This volume is one that has been translated to meet the earnest inquiry of American teachers for the advice of able thinkers on education. The author (a lecturer in two normal schools in France) gives first, the theory of pedagogy, and then, secondly, the methods to be employed. Under the former he discusses, the Attention, Memory, Imagination, Reflection, etc. Under the latter, Methods in Reading, Writing, History, etc. He founds pedagogy on psychology, and is thus enabled to have a reason for the methods to be pursued in teaching. The volume is pervaded by a broad spirit; it does not lay down a plan that is not to be modified; on the contrary it suggests that the teacher himself look into the ground work and form his own system. It may be that American teachers will dissent from some conclusions here reached, but the volume will be of value to all who are looking largely over the field. The author admits that the best system of teaching, each must make for himself by study and experience; to stimulate such study is the object he aims at.

THE HUMAN MYSTERY IN HAMLET. An Attempt to Say an Unsaid Word. By Martin W. Cooke. New York: Fords, Howard, & Hulbert. \$1.00.

This little volume is a treasure for a lover of Shakespeare. Thousands have written expositions of Hamlet, but none have stated the matter so clearly and so pithily. To comprehend Hamlet is worthy of any student's ambition; every one who reads the play will strive to do it. After years of struggle, he will only find a satisfactory answer in the conclusion that Hamlet is an exhibition of the struggling spiritual life of man. The Power above us, antagonized by the passions within us, gives rise to disturbances that Shakespeare felt, and felt he must delineate.

THE PATRIOTIC READER, or Human Liberty Developed. In verse and prose, from various Ages, Lands, and Races with Historical Notes. By Henry B. Carrington, U. S. A., LL.D. Philadelphia: J. B. Lippincott Co. \$1.20.

Although the compiler of this volume modestly announces that he has only opened the door into the temple of patriotic expression and example, he gives us nevertheless, a pretty large glimpse inside. There are sixteen parts each opened with an introductory by the editor. Part I illustrates the Hebrew and related nations, (2) Grecian and Roman expression, (3) the patriotism of our founders, (4) American Independence developed, (5) memorials of Washington, (6) monumental memorials honored, (7) demands of the present age, (8) special obligations of Americans, (9) patriotic tribute to exemplary lives, (10) patriotic sympathy with struggling peoples, (11) patriotic appeals in emergencies, (12) patriotic and national hymns, songs and odes, (13) America survives the ordeal of conflicting systems, (14) National centennial observances, (15) Patriotism to be fostered in the schools, (16) The future of America foreshadowed. We give these topics of divisions in full, to show the breadth of this effort to make the youth of America more familiar with the patriotic spirit that has preceded the present time of peace,—the spirit of sacrifice for the country's good, that has distinguished every leader. Altogether there are two hundred and fifty-three selections from two hundred and eight sources,—generals, lawyers, historians, poets, statesmen, and orators, and brief biographical notes of these are added to the index. Contributions from living writers have, many of them, been revised or prepared for this particular use. In connection with the history class, or taken by itself for special reading, teachers will find the book useful.

FIRST HARVESTS. An Episode in the Life of Mrs. Levison Gower. By F. J. Stimson. (J. S. of Dale.) New York: Charles Scribner's Sons. \$1.25.

This is more than an "episode," for it takes into its history the lives of a half dozen or so people,—New Yorkers, the up-town hot-house plants of society, the downtown money-makers, and club men. Like others of this author's writings, it is interesting, characteristic of the phase of life it portrays. If it has not been read in the last dozen numbers of Scribner's Magazine, it is a fresh field for the novel reader,—a satire of the modern rush of city life in money-making and society, with a keynote of hope and faith.

THE WRITER'S HANDBOOK. A Guide to the Art of Composition. Philadelphia: J. B. Lippincott Co. \$2.50.

In printing so complete a work for the use of writers, it would have been better to number the pages consecutively instead of running the numbers only through one part, and beginning to re-number each of the other two. However, that does not destroy its value as a companion and

guide for writers, in the professions and others, who desire to excel in composition and letter writing. Correspondence, treated as a matter of personal education, receives too little study. In Part Third, the "Epistolary Art," is treated with the usual hints, besides there are chapters on composition and style, punctuation, use of words, mispronounced words, etc. Six topics assigned to this department we fail to find in the book. Part First on composition and style, is very complete in suggestions and examples, and methods of printing and publishing are added. Part Second teaches more directly how to acquire a good style in writing. Altogether this good-sized volume will be found valuable in more than one direction.

A BRIEF HISTORY OF GREEK PHILOSOPHY. By B. C. Burt, M.A. Boston: Ginn & Heath.

The author begins with the very beginning of Greek philosophy in the seventh century, B. C., giving its history concisely and comprehensively. He proceeds critically, as well as biographically, to his exposition of the subject. He aims to meet the wants of students who wish not merely to inform themselves, but to comprehend what they are studying, and to do this he leaves the subject to unfold itself whenever this is practicable. Besides giving a list of books to consult, if further research is desired, there are foot-notes and references on nearly every page. The three general divisions of the book are naturalism, rationalism, and supra-rationalism.

ANNUAL REPORT OF THE BOARD OF EDUCATION OF COLUMBUS, O., 1888. R. W. Stevenson, Superintendent.

The schools bear a favorable comparison with those of other cities, and in some departments, as drawing, they are remarkably strong. The superintendent says, that "the standard of qualification of teachers has been raised; greater maturity, broader scholarship and culture, and professional knowledge, are now required to teach in any department of the schools; there has been great advancement made in the management and government of children, in the adaptation of methods to the natural order of intellectual development, and in the attention that is given to the cultivation of good morals and manners. The census shows that the number of children in the city of school age was 25,648.

LITERARY NOTES.

CHARLES SCRIBNER'S SONS publish the only authorized edition of the "Encyclopaedia Britannica" in this country. Of the 50,000 copies of the work sold, 40,000 have come to the United States.

TICKNOR & Co. have just published "Imperial Germany," a critical study of fact and character, by Sidney Whitman.

HOUGHTON, MIFFLIN & Co. have brought out an extra number of the Riverside Literature series, entitled "Scenes and Dialogues from the Writings of Harriet Beecher Stowe," by Emily Weaver. The same firm have ready a new edition of "Andrews & Stoddard's Latin Grammar."

GINN & Co. in the edition of "Allen & Greenough's Latin Grammar," published recently, have made many improvements. The new section numbers correspond with the old.

LEACH, SHEWELL & NORDEN have issued "English Literature," by Prof. Horace H. Morgan, LL.D., for twenty years principal of the St. Louis High School.

LEE & SHEPARD have ready two volumes of J. T. Trowbridge's "Start in Life" stories, entitled "A Start in Life" and "Hiding his Time."

T. Y. CROWELL & Co.'s recent publication, "The Search for the Star," is full of adventure and will please the boys.

MAGAZINES.

The Pansy, an illustrated monthly for young folks from eight to fifteen, published by D. Lothrop Co., Boston, promises great things for 1889. A new serial, entitled "The Way Out," will run throughout the year. "Pansy" will continue her "Golden Text Stories." Margaret Sidney will contribute a serial story for boys, entitled "Rob." Mrs. C. M. Livingston will provide for "Baby's Corner," and others will help to make Pansy a very interesting magazine for young people. An article on "The Athletic Problem in Education," by N. S. Shaler, appears in the Atlantic Monthly for January; Olive Thorne Miller writes about a wonderful song-bird, "The Solitaire," which she found in Mexico, and John Fluke discusses a particularly interesting topic, his subject being "Washington's Great Campaign of 1776." The January Century contains Mr. Kennan's paper on "The Life of Administrative Exiles," in which the writer breaks the continuity of the narrative of his journey through Siberia, to bring together a quantity of material relating to only one branch of the subject, but gathered piecemeal at different times and in many widely separated parts of Siberia. Frederick Remington's paper is on "Horses of the Plains" and Mr. Cole's engraving will include a number of reproductions of Gillott's work. Little's Living Age for 1889 will have the most valuable biographical, historical, scientific, and political information from the entire body of foreign periodical literature, and from the pens of the most eminent writers of the time. Among the articles in the January Scribner's are: "The Invalid's World," which includes the doctor, nurse, and visitor; by A. B. Ward; "Making It Easy Tables," by Gen. Alexander; "The Railway Postal Service," by Ex-Postmaster-General James; "French Traits," by W. C. Brownell; and a paper by Bishop Potter. The Quiver for January opens with an excellent account of "The Music of the Reformation." Glancing through the pages we find among other attractive articles: "The Sheep of the Lord," "To the Lions," "Perfect through Suffering," "Life's Lonely Pilgrimage," "Find Employment for Women," and "The Writings of St. John." The Canadian Educational Monthly for December contains "Some Antecedents of Montreal," "Botany in Country Schools," and many other articles of value. The January Chautauquan is filled with bright articles some of which are: "Music Among Animals," "The Effects of Explosives on Civilization," "Hospitals," "The Indians of the United States," "Educate the Hand," "The Chinese in the United States," and others. Table Talk has among its list of articles in the December number the following: "Mrs. Ruskin's Inexpensive and Attractive Gifts," "How to Live on a Thousand a Year," "Fashionable Crases," and numerous others.

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